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ABSTRACT

Project Advance is a cooperative program between Syracuse University and New York State school districts. Selected courses are offered for both high school and university credit in participating high schools as part of their regular school programs. Two evaluation studies in this publication compare the equivalence of high school seniors and college freshmen in a freshmen English course and an introductory psychology course. Other information contained in the document includes a base line of student data, enrollment and grading; attitude surveys of students and parents; an evaluation of summer workshops; and an analysis of background variables of students participating in the project. (Author/MLF)

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RESEARCH REPORT

ED105661

PROJECT ADVANCE EVALUATION

SERIES A 1973–74

Henry Slotnick, David Chapman, and Richard Holloway

Report 4

Center for Instructional Development Syracuse University

Supported by the New York State Education Department

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Project Advance is a cooperative program between Syracuse University and New York State school districts, supported in part by the New York State Education Department. Selected courses, developed and implemented in the University by cooperating academic departments and the Center for Instructional Development, are piloted on campus and then offered for both high school and university credit in participating high schools as part of their regular school programs. Students are charged a modest overhead fee for the course and receive regular Syracuse University credit acceptable at any institution that accepts Syracuse University credit.

The courses are part of the regular teaching load of the high school teachers, who attend special university training workshops and seminars and teach the course under the supervision of university faculty. The grading standards for the course are identical both on and off campus.

Developed to meet a variety of needs expressed by high school superintendents, the project was first implemented during the 1973-74 academic year in six school districts. Over 400 students were enrolled in four of the five courses that were available. By the fall of 1974 the project had expanded to over 40 schools from Long Island to Buffalo and had an enrollment of over 1700 students.

This report is one of a series on the project. A detailed description of Project Advance, its design, organization, and operation will be found in Research Report Number 3 published by the Center for Instructional Development.

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EQUIVALENCY OF FRESHMAN ENGLISH ESSAYS WRITTEN BY PROJECT ADVANCE AND SYRACUSE UNIVERSITY STUDENTS 1973 – 74

by
Henry Slotnick and David Chapman

INTRODUCTION

The purpose of this study was to determine whether students enrolled in the Project Advance Freshman English course who received passing grades wrote essays equivalent in quality to those written by students who received credit in freshman English at Syracuse University. This study was also designed to find out whether failing papers in Project Advance English were as poor as papers which were considered failing on campus. The key word in the design of this study was equivalence. Papers by Project Advance students had to equal or exceed in quality papers considered passing at Syracuse University. Papers meeting this requirement were considered equivalent to ones written on campus.

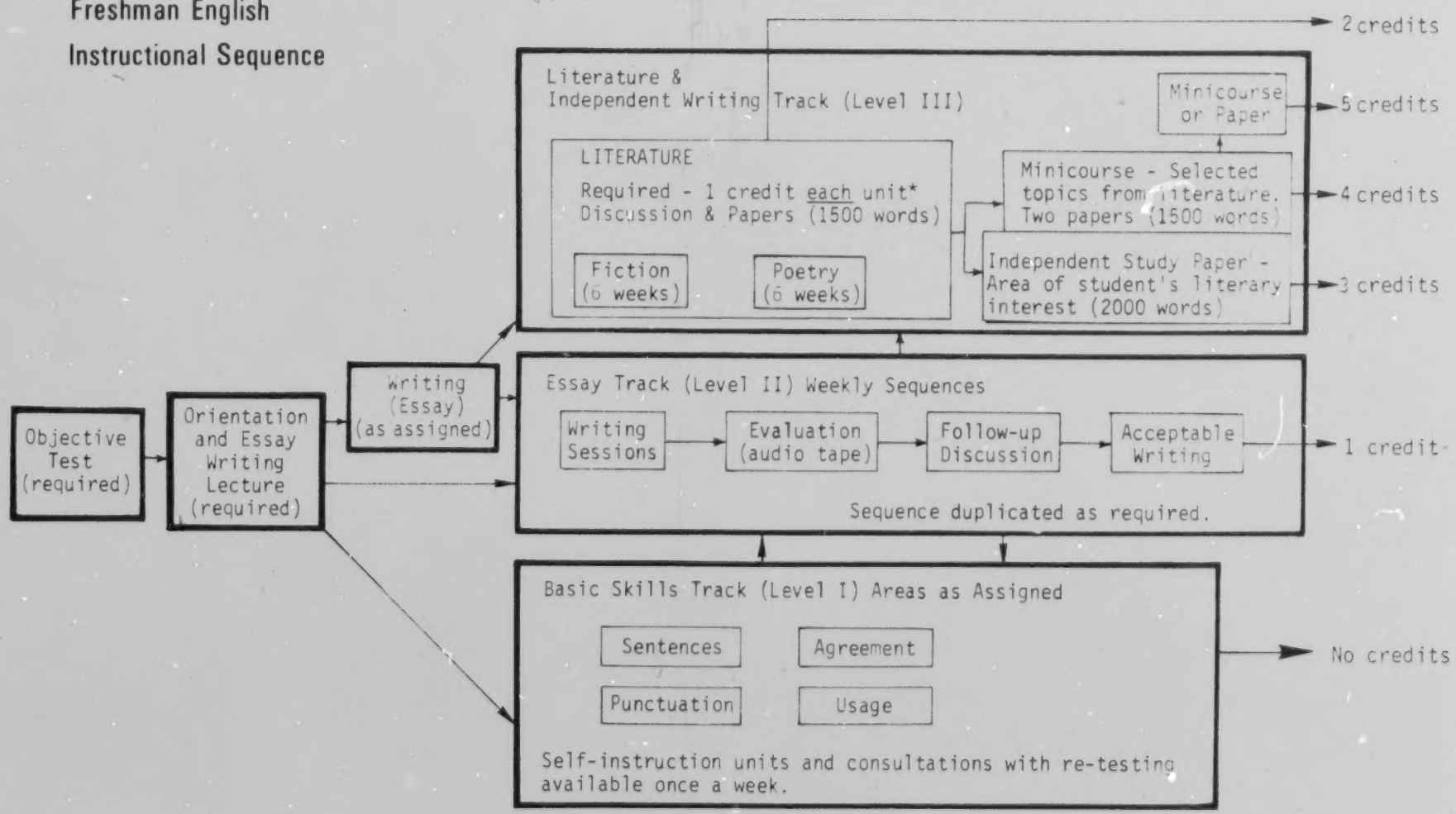
The freshman English course offered at Syracuse University and in the high schools through Project Advance is a self-paced course focusing on composition with some attention to literature. The structure of the course is outlined in Table 1. The student initially demonstrates his proficiency in basic grammar and composition skills on a placement test which indicates at what level he should begin the course. A student deficient in basic grammar skills is placed in Level I, where he is assigned relevant self-instruction texts and is regularly given criterion tests in the area(s) of his weakness. When he reaches a predetermined level of proficiency measured by these criterion tests, the student moves into Level II (Essay Writing). The student, on the other hand, whose performance on the diagnostic test demonstrates adequacy in these basic grammar skills may be placed immediately in Level II where a diagnostic essay is written. If he writes a weak essay, the student remains in Level II where he must write at least two consecutive passing essays before moving to Level III (Literature). A strong diagnostic essay will place him in Level III, which consists of a series of minicourses in fiction, poetry, selected literary topics, and independent research.

Wherever a student is placed in the course, he moves at his own pace toward advanced levels. The self-paced concept in English assumes and accommodates the wide range of writing proficiency which students bring to college.

TABLE 1

PROJECT ADVANCE

Freshman English Instructional Sequence



*Some schools also require a Literature-Drama Unit (1 credit and papers totalling 1500 words).

PROCEDURE AND RESULTS

To compare the writing of high school students enrolled in Freshman English through Project Advance with that of college students enrolled in the same course at Syracuse University, three judges were asked to compare both passing and failing papers written on and off campus. The procedure was conducted once for papers at Level II and repeated for papers at Level III.

The three judges participating in this study all had experience with the teaching materials and procedures that were used by Project Advance and the Syracuse University English Department to teach writing. Indeed, these judges were chosen because of their familiarity with the goals and methods of English instruction in Project Advance. They were not aware, however, of the design of evaluation. They were not told whether the papers they read were considered passing or failing or whether the student authors were from Syracuse University or Project Advance.

The essays used in the study were collected by the evaluation staff from both the Syracuse University English Department and the Project Advance teachers. At Level II, papers were collected in each of the following groups:

High School Passing
High School Failing
Syracuse University Passing
Syracuse University Failing

Twenty papers were randomly selected from each of these groups. The random sampling ensured that the results of the study would generalize to all the students' efforts.

Each group of twenty papers was then randomly separated into two piles of ten papers each. One pile from each group was presented without identification to each judge for examination. The judges looked over the papers to decide how the essays in each group were similar to one another and different from those in other groups. They were allowed to use whatever criteria they wished.

The Project Advance pass papers were described, generally, as being

well integrated (i.e., the papers were well organized and sound mechanically. Of the four groups, the Project Advance pass group for Level II was the only one the judges agreed was clearly of passing quality; these papers were clearly the best of the four groups examined. The on-campus passing papers were described as having problems with the "mechanical act of writing," though they were reasonably strong in mechanics per se: they had fewer grammatical difficulties than failing papers, but they, nevertheless, showed problems in organization, argumentation, and style. These papers were of generally better quality than the failing papers, both on and off campus.

The judges noticed little difference between the two sets of failing papers, though they did differ slightly in terms of organization, with the campus papers being the better of the two sets. The failing papers all showed mechanical errors.

Each of the four groups of papers is described in greater detail in Table 2. The characteristics listed along the top of the table were identified by the judges as being useful in distinguishing the four groups from one another.

After describing each of the first four piles of papers, the judges were asked to sort a second set of papers consisting of the remaining ten papers from each of the four groups. These papers had been randomly shuffled together into one large pile of forty papers. Again, the source and authorship of the papers were not known by the judges. These papers parallel those used to produce Table 2, that is, they were selected at the same time and are only randomly different from the first set.

To make it easier to determine the degree of reliability the judges displayed in assigning grades to papers, the following numerical values were used to relect the general quality level of the groups of papers:

1. Project Advance pass
2. On-Campus pass
3. On-Campus fail
4. Project Advance fail

Using these values, inter-judge reliability coefficients were computed (see Table 3) and the reliability of the composite scores (i.e., the sum of the scores assigned by all three judges) was determined using the

TABLE 2

Comments on Level II Papers

	ORGANIZATION (LOGIC AND FORM)	GRAMMAR	PUNCTUATION	SUPPORTING EVIDENCE	STYLE
HIGH SCHOOL PASSING	-good introduction, well developed body, good transitions, good conclusions -papers showed a unity of organization -concession to opposing point of view -papers followed Baker formula	-no run-on sentences -intentional use of fragments (only a few) -occasional problems with possessives	-mistakes occur rarely; when they do, they are in more complex situations -more sophisticated agreement errors -the students are trying more difficult things when they make mistakes	-few unsupported generalizations -fairly sophisticated criticism -"facts" offered as supporting tend to be correct -make good use of evidence, more likely to draw implications from evidence	-attempt at sentence variety -correct diction -"point of view" under reasonable control -fairly consistent use of first and second person pronouns -occasional triteness
ON CAMPUS PASSING	-some attempt at organization -most had a thesis statement; some were weak; they tended to be spotty -when thesis isn't clearly stated, the organization tends to fall apart; when thesis is stated it is more likely to be developed -introductions spotty, generally acceptable but none spectacular -lacked transitions -conclusions tended to be a statement of the thesis -writers attempted to follow the letter of Baker, not the spirit	-a sprinkling of pronoun reference problems -grammar is better than organization in these papers	-overuse and awkward use of commas -fewer errors because of the "primer style" of the papers -slightly better than On Campus Failing papers	-indistinguishable from the On Campus Failing, hence comments apply to both groups -lack of evidence, factual errors -blatant contradictions -use of emotional, personalized arguments in place of evidence	-the papers ranged from good to weak
ON CAMPUS FAILING	-absence of thesis, not an argument -similar to the On Campus Passing, but slightly worse	-fragments, run-on sentences -confusion of possessives and plurals -problems with pronoun reference -general syntax problem (agreement of subject and verb, pronoun agreement)	-overuse of commas -sentences follow a "primer style" -very simple sentences -they don't understand the use of punctuation	-see On Campus Passing above	-problems with idiomatic diction, stylistic inconsistencies -omission of words -inappropriate use of first person and exclamation -inconsistent use of abbreviations
HIGH SCHOOL FAILING	-weak or no thesis and weak or no organization -weak transitions, no conclusions -primer style; short sentences -rambling and disjointed sentences -short paragraphs, poorly developed -disjointed arguments -did not follow Baker	-very similar to the On Campus Failing papers, but with more errors	-like the On Campus Failing and the On Campus Passing -much worse than High School Passing	-support characterized by emotionalism, irrelevance, personalization, contradiction -use of rhetorical questions as evidence -unsupported generalizations presented as evidence -factually inaccurate statements	-poor diction, awkward, inappropriate word choice -awkward, jumpy, jerky sentences -confused imagery

Spearman-Brown prophecy formula. The value was .84, a reliability indicating that confidence could be placed in decisions about groups of papers (i.e., Project Advance pass) but that the scorings of individual papers may be less stable. A sample of papers from each category is found in Appendix A.

TABLE 3: Interrater correlations for the Level II papers.

Judge	Mean		Judge 1	Judge 2	Judge 3
1	2.68	.94	1.00		
2	2.92	.71	.58	1.00	
3	3.08	.94	.58	.73	1.00

N = 40. All correlations are significant at α = .05

The same general procedures were used in examining Level III papers though there were a few modifications. First, there were no on-campus fail papers available so the judges looked only at three groups: Project Advance pass and fail and Syracuse University pass. Second, these papers were critical literary reviews rather than the more personal writing used in Level II. Finally, these papers were much longer than the other essays which meant that fewer of them could be read in the time allocated for this study.

In general, the judges, in reviewing the first set of Level III papers, found both the Project Advance and on-campus passing papers to be of approximately equal quality: both were satisfactory given the instructional goals for Level III. The groups of papers differed, however, because the high school students seemed to be simply fulfilling a course requirement while the college students appeared to be industriously trying to express their own ideas and points of view about the subjects they considered. The Project Advance failing papers were clearly of poor quality, and the judges agreed that they did not warrant passing grades. More detailed characteristics of the papers are displayed in Table 4

TABLE 4

Comments on Level III Papers

	ORGANIZATION	MECHANICS	STYLE	STUDENT INTEREST	QUALITY OF IDEAS
HIGH SCHOOL PASSING	-an organizational scheme is in evidence -the papers were organized around a reiteration of the plot -long introductions -wordy -a heterogeneous group of papers	-some major errors -conservative use of mechanics	-conservative style -uncreative, uninteresting -formula style -sentence structure was subject-verb-object -prosaic -wordy, redundant	-papers suggested that the students were trying to carry out their assignments	-treat theme as isolatable and independent of content and form -attempt to reduce the literary work to a statement
ON CAMPUS PASSING	-an organizational scheme is in evidence -well organized, clear thesis; however, occasionally an unsophisticated approach to the thesis -papers organized according to thesis -variable quality of transitions -a heterogeneous group of papers	-relatively fewer errors than the High School Passing papers -some sophistication in mechanics -misspelling of difficult words	-diction literate and varied -awkwardness, due to praise-worthy attempts at sophistication -papers tended to be more creative and concise than the High School Passing	-papers suggested that the students were trying to express their own ideas and make a substantial contribution	-papers attempt to integrate the different aspects of the story
HIGH SCHOOL FAILING	-short introductions -weak thesis -papers contained redundancies -weak transitions -loose organization (usually based on a plot summary)	-run-ons and fragments -agreement problems, tense shifts, possessives -misspelling of common words -inconsistent spelling	-redundancy -rambling -lacked style -limited vocabulary	-papers suggested that the students don't know enough to do a good job	-exist at the level of plot -not beyond retelling of story

Again, at Level III, the characteristics identified by the judges after reading the first set of papers were used to score a second set. And again, since these papers were longer than the corresponding Level II papers, fewer of them were read. As both Project Advance and on-campus papers were considered to be equivalent in quality, only two grades were considered: pass and fail. On this basis the average correlation between judges was .782 and the reliability of the composite score was .915, again indicating that confidence could be placed in the decisions made about the groups of papers (see Table 5). In contrast to the Level II reliability, this value was high enough to warrant confidence in composite scores assigned to individual papers. A sample paper from each category can be found in Appendix B.

TABLE 5: Correlations among judges for Level III.

Judges	Mean	Standard Deviation	1	2	3
1	1.33	.47	1.00		
2	1.33	.47	.63	1.00	
3	1.42	.49	.84	.84	1.00

Scores of 1.0 indicated pass, 2.0 indicated fail. N = 12.
All correlations are significant at α = .05.

SUMMARY

The purpose of this study was to establish the degree of equivalency between papers written through Project Advance English and Freshman English at Syracuse University. Given the procedures described for determining equivalence, and given the results described in this paper, the following conclusions have been reached:

1. Equivalency exists between Level II passing papers on and off campus. Note, however, that the Project Advance Level II papers were considered better than the corresponding papers written by Syracuse University students.
2. Level II failing papers were of equivalent quality both on and off campus.
3. Level III passing papers for Project Advance were equivalent to passing papers on campus. The two sets of papers differed, however, according to the way their authors handled the writing problems they attacked.
4. Level III failing papers from Project Advance were clearly less good than either of the Level III groups of passing papers.

APPENDIX A

REPRESENTATIVE STUDENT PAPERS FROM LEVEL II AND LEVEL III

On Campus
Pass
Level II

Euthansia or Mercy Killing

During the twentieth century man has made many great discoveries have been helpful in prolonging life. However, using the movels of modern medicine to keep a dying man alive for a few more weeks, days, or hours, may be needlessly cruel. Therefore the practice of euthanasia (from the Greek word meaning "good death") has become acceptable to a certain extent in the twentieth century. Although some believe that God alone should decide when one is to die, it has become a common practice for people to express the desire that they not be kept alive at any cost, if it means increased suffering.

If, for example, a man has terminal cancer he may decide to end his life rather than continue suffering. He may lose all will to exist, he may not cooperate with doctors and may even request that they withhold his medication so that he may die. Today's society may consider this man's request to die, valid. There have been reported cases of hospitals stopping treatment, because they feel the patient would end his misery.

A woman, who's husband has developed an incurable brain tumor may decide it is better for her husband to die than live the life of a vegetable. She remembers him the way he was and realizes treatment will never help him. In this case she may ask doctors to discontinue all efforts to help her husband survive. There have been cases all over the world where another individual, decides to end someone else's life.

A mongoloid or retarded child may be brought into the world unwanted. The parents may see the birth of this baby as the body's rejection of a fetus. Some may even go as far as wanting to end the baby's life.

These three cases involved the right to life whether decided by an individual himself or by one individual for some other individual. Although "mercy killing" has been carried out, our consciences, religious morals, and judiciary practices have prevented euthanasia from becoming completely accepted in the twentieth century.

High School
Fail
Level II

IS THERE LIFE ON OTHER PLANETS?

Flying saucers is just another name for unidentified flying objects. These objects have been described as saucer-shaped and moving at extremely high speed. Reports of sightings have come in at different intervals of time. There has been reports of saucers described in the book of Exodus. Most recently, sightings have hit a high point just after World War II. Since 1947 the United States Air Force has recieved an average of one Unidentified Flyong Object report a day. Donald Menzel, a professor at Harvord University believes these reports are jue to atmospheric conditions and man made objects, such as planes and balloons. Many of the reports involving saucers have been proved to be caused by enviromental conditions and man made objects. Many reports have not, yet, been proven true or false. The type of people investigating saucer reports, police and scientists, have also reported their own sightings.

Out of all sightings given to authorities, one out of two are proven to be planes or satelites. The other half has been explained as weather conditions or not explained at all.

In 1966, an Unidentified Flying Object was reported flying over a North Dakota Air Force base. Radar had tracked the object at one hundred thousand feet. This ruled out baloons or aircraft. The saucer was reported to sway, dive, and climb. This ruled out the possability of meters or satellites. The object appeared to land ten to fifteen miles from the base. The base then sent out a team of well-armed guards to investigate. After traveling three quarters of the way there, the team witnessed the object taking off. The object traveled due north and after a few minutes was out of range of radar. If the airforce believes that these saucers ar their own planes, why did they send a well-armed team to investigate? How do they explain the swiftness and monuverability of the object, completely different from planes?

There has been theories on people who sight Unidentified Flying Obhects not just on the objects themselves. Many people believe that

such sightings are due to mental strain. They would be lonly or have an inferiority complex and want attention. These people could be drunk or druged and are hallucinating.

What many people don't realize is that some cases are checked for these points. In the case of Barney and Betty Hill, Barney and Betty were picked up by a saucer. They claimed they were tested and sent back home by the saucer people. Psyciatrists tested both Hills and put them under hypnosis. The doctors reported both stories were identical, even when tested separately. How can this prove saucers to be real? It can not actually prove it, but it does bring us closer to reality. There can be life in outer space and we must realize this.

Scientists are now studying saucer reports, but that is not enough. We, The people, must get involved with them. We must take in all facts concerning saucers in our reports. We must also build up our communications outside of our world. We must therefore, realize that the posibility of life on other planets is to real to disbelieve.

On Campus
Fail
Level II

TIP

The recent approval of the TIP system is a good Idea. It will probably prove to be worthwhile. People tend to become uptight when the subject is mentioned, and many are undecided as to what they would do if they came in contact with a pusher. They are indifferent, as are most people today. TIP is an excellent policy, though, because many members of youth today are aware of, and do come in contact with pushers. I myself, would not turn in someone who was selling marijuana,(i.e., ozs., not pounds) but any other drug would definitely change my mind. Many young people would tend to agree, I'm sure.

There are three groups of pushers. The first is the type who may sell just to his friends. Usually, this only intails marijuana. The second is the type that actually "pushes" marijuana. He travels to grammar and jr. high schools trying to get rid of it. He usually does. The third is the big dealer/pusher who is involved with pounds of marijuana and other drugs such as;heroin, methadrine, acid, etc. The two latter types are the ones to be punished severely. They are actually pushing these drugs on youngsters who do not know what they are buying. They can be taken advantage of terribly in two ways. They don't know how much sells for a certain price. If the kid has the money, he'll most certainly buy it. These types of pushers totally disgust me and I'm sure the same opinion is held by others. I would gladly turn them in.

TIP is effective,but many people still are reserved when it comes to turning pushers in. One reason may be that he does not really trust the police. He may think that somehow they'll find out who he is. One thing that could be good or bad about TIP is the fact that many drug users, or other pushers would turn in someone just for the money. The police get one pusher,but what about the informer? He could use the money to by a large amount of drugs, sell them, and make a profit on the cops. This is ridiculous, but it does happen often.

One could go on and on discussing the Pro's and Con's of TIP. It's a very detailed and touchy issue. But when one really thinks about it, the police are bound to catch more pushers this way, and that's the ideas, isn't it?

High School
Pass
Level II

On entering college, a student is faced with many of the same problems he had dealt with in elementary and high school. For the first twelve years of schooling, the student had very little choice but to take such required courses as Math, Science, English, and Social Studies. Many students have begun to question the necessity of these courses, for if a student must take these courses, he is unable to try all the other courses that should be availible to him. In college, many of the courses are still required. However, we are now in a time period where most jobs are so specific that a liberal education should not be required.

It is true that a liberal education will benefit some students. For some people who are unsure of what their educational goal will be, a liberal education might satisfy their needs. Because of the many types of jobs availible, a liberal education would give these people a wider bakcground so that they would be able to decide on their field of study when the time comes. However, this is not usually the case.

Often, a college freshman is aware of his educational interests and has decided on his general field of study. He usually has in mind what his educational goal will be. He has already taken required courses throughout his previous education. Therefore he should not be required to take them again for they will not benefit him at all. For example, if a student decides to major in English, but is forced to also take Calculus, will this benefit him in the future? It is very unlikely that he will be able to use this "unecessary" knowledge, but even if he did, he would probably not remember it. Despised, or forced, courses are often forgotten in a matter of weeks.

Because of the specificity of most jobs, a wide educational background is not needed. There are many different kinds of teachers just as there are many types of doctors, scientists, etc. Each has their specific field. It would be a waste of time for a biology student to take history, just as it would be ridiculous for a future English teacher to be required to take Physics.

Just as everything changes with the time, colleges must make changes, too. There is no necessity for a liberal education. So these requirements should be altered. If we are able to change the college curriculum, are next stop will be to change the grade school's curriculum. The purpose of education is to benefit the students and these changes will enable children to recieve a better education.

On Campus
Pass
Level III

Comparison of

"When I Have Seen by Time's Fell Hand Defaced"

and

"Ozymandias"

William Shakespeare's poem "When I Have Seen by Time's Fell Hand Defaced" and Percy Shelley's poem "Ozymandias" are similar in many ways. Both poems are rather short, but use much imagery and figurative language in creating the tone of their poems. In addition their topic or theme is basicly the same in both poems, with the subject material being the the only major differences between the two works. In Shakespear's poem, he talks of a lover and how time will slowly take his love away. Where as Shelley's poem talks of ruins in the desert that time has eroded away. In both cases, time is mighter and stronger then the physical conditions that prevail in each poem. This is the underlining theme of the two works and a comparison of the two men's approach to this theme is the subject to consider.

Let us look first at the imagery and figurative language both men have used as a means to convey a tone to the reader and consider what that tone is. In Shakespeare's poem, his first sentence, gives us a personification in which time is given metaphysical properties that suggest it is a powerful and destructful force. The ocean is also given human properties of hunger, in which it erodes the kingdom of the shore, in an never ending process with time. Such is the case with Shelley's poem when he speaks of himself as king of kings. As though his works and life will last forever and will be remembered. Yet like everything else, his work became a shattered wreck; surrounded by bare level sand in the desert where no one can notice it except for an occasional traveler that happens upon it.

Both men then have used imagery in comparing an event to the force that time has over the world. They have described a condition in which

the physical forces, such as wind and rain, have effected the previous state over time and changed and ruined it. This tells us that time brings about the ruin of everything, no matter how strong and powerful it may be thought to be. Not just a physical structure as in Shelly's poem, but an emotional deterioration as in Shakespeare's poem when he describes the thought of losing his love to time. To further express the force that time has, both men use descriptive words in their writtings that give the reader an emotional idea of what they are trying to convey. Shelley describes the visage in his poem as being, ". . .Half sunk, a shattered visage lies, whose frown, and wrinkled lip, and sneer of acid command. . ." This expresses a feeling of death and of being very old and worn. He also describes it further by saying it is a decay and colassal wreck, boundless and bare. He has thus shown us the force that time had on this visage, even though the man that the sculpture is of, thought his work mighty and lasting.

Shakespeare has disturbed the force of time as, "time's fell hand", decay, and ruin. He has,however, told us that because he shows what time does to things, that it will take his love away and that we can do nothing about it, except weep from the knowledge of it. Thus shakespeare is more concerned with the loss of an emotional state than a physical one which differs from Shelley in which he only acknowledges the destruction of the physical state.

Both men have then, created a sense of seriousness and helplessness that the world brings. It leaves the reader with the feeling that he can't accomplish anything that won't eventually be ruined by time. It is as though our whole life will have no meaning and will just be swept away with age. Death will come and we all will be forgotten. Shakespeare, however, is pointing out something else though, when he says, "time will come and take my love away." It appears that he is telling us that love doesn't last forever, just as material things in this world don't. That it is something we have no control over. We may love very deeply now, but time will change it and alter it by different events and conflicts that arise in one's life. This is somewhat different from Shelley's view point, in which he seems to be telling us that, though you may think you are great and powerful, time will take that greatness away. In other

words there is no point in striving to be important, because later it won't be. That men should be what they are and it is unimportant whether or not to be something, because it doesn't matter in the long run.

There is one other major difference between the two poems not mentioned; that being the point of view the two poems have. Shakespeare uses descriptive poetry in which the speaker has been shown as a person who was directly involved in the emotions or thoughts brought out in the poem. The first person point of view conveys not only the actions of the work, but also some of his own particular background, mental characteristics, altitudes, and even prejudices. Thus the tone has revealed the altitude of the speaker toward his material and toward his audience, and their altitudes must inevitably be a product of the speaker's point of view. The same is true of the speaker's point of view. The same is true of the tone in Shelley's words, although he uses a dramatic point of veiw in which he confines his work mainly to quotations and descriptions of actions. The key to this view point is that the writer presents the reader with actions and speech, but does not overtly guide the reader toward any conclusions. Naturally, however, the conclusions may be readily drawn from the details presented.

Both works have given the reader a look at life and have given us information as to one of the forces that act on life, and what to expect from the action of that force. Works such as those can help us, and through the gain in the knowledge that they have given us, enable us to better adjust and enjoy our lives. Literary works are much like the sciences in school. Both give information to the individual that otherwise might be close to impossible to obtain in any other way, and benefit in many ways. This is the advantage in reading these works and in studying and comparing poems such as the ones mentioned. There are, however, many works that are for pure enjoyment and should be considered in only that context. Some are the stories not as they were meant to be used, but as a quarry from which to dig evidence, or information, about matters in which they are interested. A perfectly legitimate procedure in itself, but ignorance or forgetfulness of the nature of a story has often had such inquirers into sincere judgments.

High School
Pass
Level III

"Annabel Lee"

Annabel Lee was written by Edger Allan Poe. Poe tells the story of his love affair with Annabel Lee. Annabel has died in reality, but Poe tells in the poem how his love will go on to eternity.

The idea of Poe's poem is dealing mainly with the death of Annabel Lee. Poe describes in depth how he loved Annable and how the angels in heaven came and took her away from him. He also describes certain happenings that taunt and remind him of Annabel Lee.

Throughout the poem Poe uses several different words concerning death and burial. Poe uses words like chilling, killing, sepulchre, and tomb to get his point across. Edger Allen uses chilling and killing to tell how Annabel Lee was taken from him. These words give the reader a greater affect in the death if Poe's lover. Two of the lines of the poem using these words are, "That the wind came out of the cloud chilling and killing my Annabel Lee". It seems like some greater force came from the heavens and robbed her of her full zest for life. Poe takes Annabel Lee's death hard and wonders what prompted this action by the Gods.

Poe in the poem also tells where he and Annabel lived and loved. That was in a great kingdom by the sea and as Poe writes, he and Annabel were watched by angels from heaven. This line means Poe did believe in some sort of life after death. And as he says later in the poem he is confused why the Gods came and took his Annabel Lee. But Poe states, even though Annabel is gone their love will go on for ever. Not even the ". . .angels in heaven above nor the demans down under the sea" will ruin this love that they have.

In the last stanza of the poem Poe describes how he will neveer forget Annabel. Edger Allan tells of all the things that remind him of Annabel Lee. For instance, ". . .the stars never rise but I see the bright eyes of the beautiful Annabel Lee" and ". . .the moon never beams

without bringing me dreams of the beautiful Annabel Lee". These lines tell the reader of the intense love Poe has for this women. They show us the true meaning if the whole poem.

Many poets have tried to write the meaning of death into a poem. But, Poe has written a poem that gives me a sort of chilling and the true smell of death. I can feel Poe's emotion pouring into this poem. And can sense and sympathize with his tremendous grief. Annabel Lee, Poe's poem incompasses all these emotions of death ahd should be considered one of the classics of our time.

High School
Fail
Level III

Jan 28, 1974

Comparison - Contrast of The Summer of the Beautiful White Horse" and "Theft".

"The Summer of the Beautiful White Horse" by William Saroyan and "Theft" by Katherine Anne Porter are stories that are similar in many ways. Mainly though, they are similar in the way they illustrate the author's ideas of stealing. They give insight into the whos and ways. In each story the author wrote into his characters his ideas about human nature. Saroyan accomplished this by writing almost an autobiography. He did this by writing in the first person. Porter did something a bit different. She wrote in the third person. This leads me to believe ? that she too was writing about her own experiences.

The differences were mainly in structure, this also brought out some of the author's ideas. But the similarities are more noticeable and probably more important because they really identify the author's point of view.

The first similarity to be noticed is the fact that the characters in both stories were portrayed to be poor city dwellers. Saroyan came right out and said this in the beginning. On the other hand, Porter's character showed this by her action. You were able to determine this by the way she dug into her purse and the way she was described as being pleased to find forty cents. All of this added up implied that she was poor.

This first point seems to illustrate the author's opinions of theft occuring mainly among the poor. In other words, the poor stealing from the poor. The other implication was that crime is more prevalent in the cities.

If you look at the typies of lives the characters had lived you would find that none of them had done or made anything of their lives. The boys were still young but all indications were that they hadn't done anything nor would they do anything because of their poverty. The women hadn't done much either. One was a janitress and the other seemed to be unsuccessful actress.

Both characters who did the stealing lied about it. This point and the one above showed the author's understanding of human nature. They showed one of the reasons why people steal and then what they do once they have committed the crime. They reaffirmed the old cliche of "inactivity breeds inactivity". It also is human nature to try and cover up something you've done wrong. Lying is one of the ways.

If you can't lie about something you then try to justify the action. Here again both authors had their characters rationalize. The boys didn't steal because they weren't going to sell the house for money. They just "borrowed it." The janitress said that she did it for her neice. A young girl something nice more than an older woman.

There were other ways that were used to smooth over actual action of stealing. The boy was said to be crazy. He must have been from the side of the family that was crazy. The janitress also said that she must portrayed to be the wrong one for not giving the purse to the young girl.

The title is something else to consider. "The Summer of the Beutiful White House". is a title that implies that the author makes light of the situation. It almost says that the author doesn't consider stealing a crime. Teh title "Theft" has a bad connotation. It is almost as if the janitress had committed some major crime. This shows that the author didn't agree upon what rank of seriousness stealing is.

The setting re-inforces the idea of seriousness. Saroyan had the setting be dawn of a bright summer day. The other setting was a cold rainy night.

Finally, the structure of the stories differed. Both stories had their main characters looking back at what had happened. They both were "flash-backs". Yet the difference was in the way that "The Summer of the Beautiful

White House" was told in story form. It began with the boys taking the horse and it ends with them returning it. The "Theft" began with the girl in her room trying to figure out what had happened. It ended with her in her room trying to understand what went on. "Theft" was a framed story.

Both stories were similar but yet they were different. They both dealt with the same subject and many of the same ideas. But the way the author handled them was different. In each story though, the author's presentation and interpretation was excellent.

EQUIVALENCY OF PSYCHOLOGY 205 MIDTERM EXAMINATION: PROJECT ADVANCE AND SYRACUSE UNIVERSITY STUDENTS 1973 – 74

by

Henry Slotnick and David Chapman

INTRODUCTION

The purpose of this evaluation was to establish the comparability of student performance on and off campus in Psychology 205, Foundations of Human Behavior. This course is a one semester self-paced course emphasizing mastery learning in which a student can earn three hours of Syracuse University credit. During the 1973-74 academic year, Foundations of Human Behavior was offered in seven high schools through Project Advance to a total enrollment of 254 students. In six schools, this course was offered for one semester; the seventh school offered the course for a full year, though it still carried only three college credits. This psychology course was also offered as a freshman level course on the Syracuse University campus to a total enrollment of 450 students.

The course is divided into seven modules of content which cover specific topics in psychology. The basic or required modules are presented in sequence and students are encouraged to complete them during the first half of the course though they may take longer if necessary. Passing a required module is the prerequisite for taking associated optional topics. Working simultaneously on required modules and optional units is allowed. The lecture and classroom activities in the course cover basic information contained in the various modules and provides opportunity for additional classroom discussion (see Table 6 for an outline of this course.)

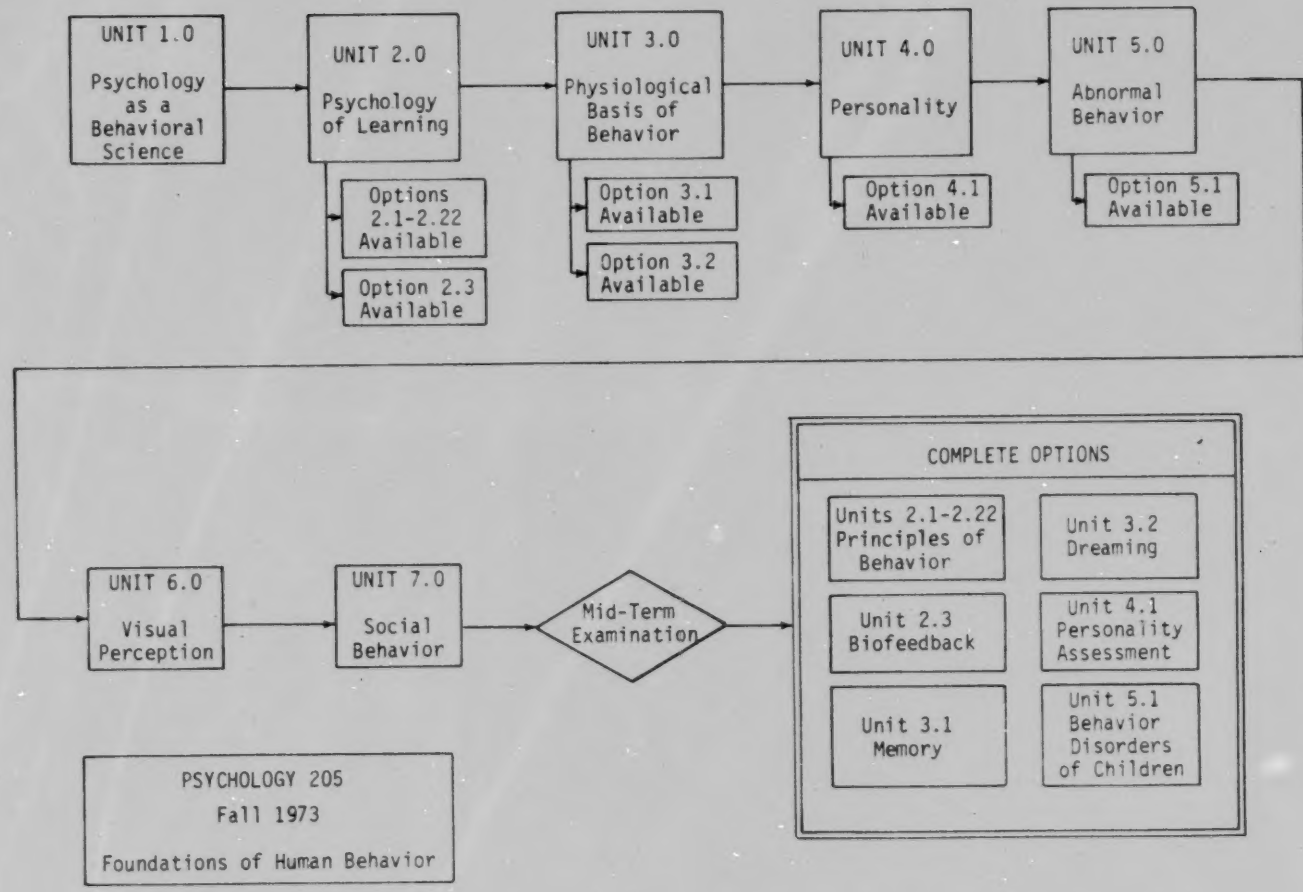
Each student moves through the course at his own pace since the course emphasizes mastery of each unit rather than the traditional approach of covering the material at a fixed rate and allowing a varying of proficiency. A student's final grade is determined by how many points he or she earns during the semester.

TABLE 6

COURSE OUTLINE

PSYCHOLOGY 205

FOUNDATIONS OF HUMAN BEHAVIOR



PROCEDURE AND RESULTS

As mentioned, the first half of the course consisted of seven required units of study which a student could attack in any order. In practice most students, both on and off campus, completed the units in sequence. After completing these units, students took a midterm examination. During the remainder of the course, students participated in options that carried points toward course credit. The midterm examination was selected as the point at which all students had covered the same material. The test itself consisted of fifty multiple choice items which the students answered by marking an appropriate box on a machine scorable answer sheet. These items were selected from those used on the previous unit tests. The midterm, then, was not a test of mastery, but rather a review of the earlier units. The examination was not graded per se, the points a student earned on the examination were simply pooled with his overall average. The treatment of the examination on and off campus differed in one major respect. While the examination was mandatory for students in Project Advance, it was optional for students on campus. Consequently, two groups of university students may not have taken the examination--those who already had top grades, and those who didn't think they could earn high enough scores to raise their averages. In practice, most of the university students did take the test, since points on the examination could only help a student's average; low scores did not work against a student.

The results of the comparison of student performance on and off campus are shown in Tables 7 - 9. The two groups of students were about equal in the performance they displayed. Table 9 indicates the distribution of the midterm scores on and off campus, in cummulative percentiles. These two sets of scores are plotted in Table 7 to provide an easy visual comparison of the student's performance. Table 8 presents the percentage of students correctly responding to different proportions of the examination.

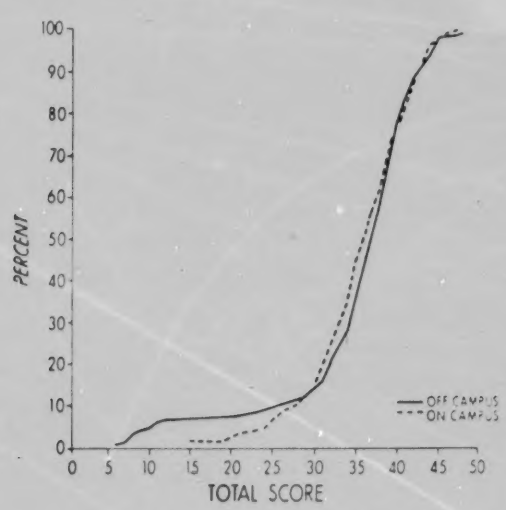


TABLE 7:

Comparison of Student Performance in Psychology 205, Project Advance and Syracuse University

TABLE 8

Percentage of Students answering questions correctly, Project Advance and Syracuse University

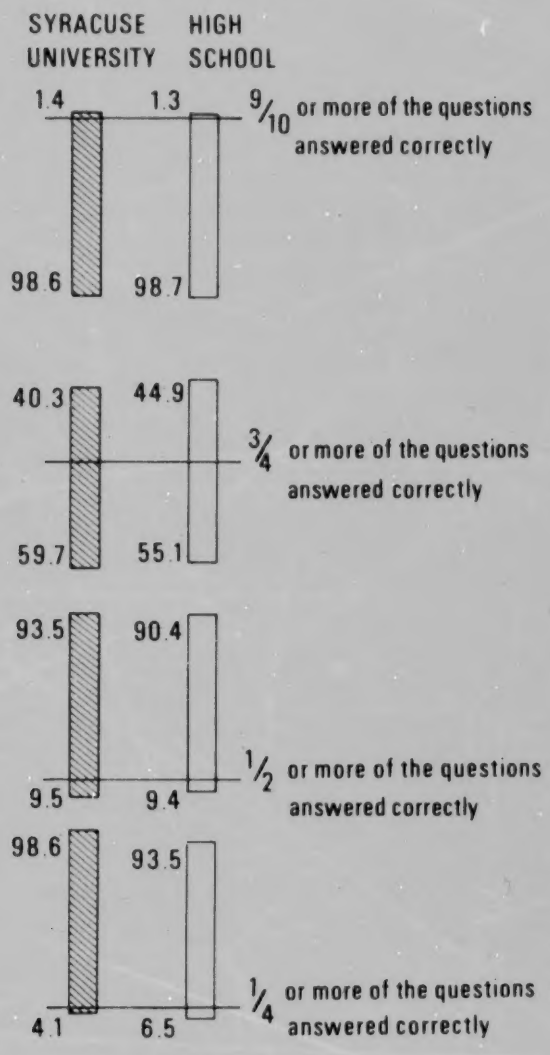


TABLE 9

Midterm scores, Project Advance and Syracuse University in Cumulative Percentile

ON CAMPUS SCORES PERCENTILES	TOTAL SCORE	HIGH SCHOOL SCORES PERCENTILES
1.4	0	
	1	
	2	
	3	
	4	
	5	
	6	.6
	7	1.2
	8	3.1
	9	5.0
	10	5.6
	11	6.2
	12	6.9
	13	
	14	
1.7	15	
	16	
	17	
	18	
1.9	19	
2.4	20	7.5
3.4	21	
	22	
	23	8.2
4.8	24	9.4
6.5	25	
8.4	26	
9.4	27	
10.1	28	11.3
13.0	29	12.6
14.9	30	14.5
20.8	31	16.3
25.3	32	20.7
29.9	33	24.5
34.9	34	27.7
43.6	35	35.8
49.4	36	42.8
57.1	37	50.9
62.4	38	58.5
70.6	39	68.6
76.4	40	76.7
81.7	41	83.6
87.7	42	88.1
92.3	43	91.8
96.9	44	95.0
98.6	45	98.7
99.3	46	
100.0	47	99.4
	48	100.0
	49	
	50	
N = 415		N = 159

The portion of each bar above the line indicated the percent of students performing as well or better than the indicated level of performance. The portion of the bar below the line corresponds to the percent of students failing to reach the indicated level of performance.

Consider, for example, the number of students correctly responding to 9/10ths of the questions on the test: 3.1% of the Syracuse University students and 5.0% of the students in the high schools received scores of 45 or higher. These values are very similar in magnitude. 49.1% of the Project Advance students responded correctly to the three-quarters of the questions on the test while 42.9% of the on-campus students did as well. Though there is now about a 6 percentage point spread between the two groups, this corresponds to only about one student in fourteen; in other words, for every 14 Project Advance students performing this well or better, there will be 13 students at Syracuse University performing at the same level. The difference between the two groups is small indeed. Finally, 95.2% of the students enrolled on-campus received scores of 25 or more while 90.6% of the Project Advance students performed as well. Thus there is a slight advantage for the on-campus students, though, again, the magnitude of the difference between the two groups is in the neighborhood of one student in fourteen.*

On the basis of these data, the evaluation concludes that student midterm performance on and off campus in Psychology 205 is equivalent.

* The decision not to use the T-test as a measure of significant difference relates to two factors: with a large sample size little differences would appear significant but not denote important differences. Secondly, the T-test is a difference in means. This study is interested in more than a measure of central tendency, it is concerned with variability.

PROJECT ADVANCE
A BASE LINE OF STUDENT DATA
ENROLLMENT AND GRADING

by

Richard L. Holloway

INTRODUCTION

The purpose of this report is to describe student achievement in the first semester operation of Project Advance. The data has been collected to address major areas.

1. Variance within schools.
2. Variance within courses.
3. Student Achievement at the beginning of the program as compared to program goals.
4. Student Achievement as a base line for comparison with other similar programs and for future comparisons.

Several qualifications and limitations should be noted: It is not the intent of this report to make statements of attribution. Some speculations may be made from the data, but attributional claims are premature at this point. Project Advance claims equivalence for its courses and those offered on-campus at Syracuse University. This report neither refutes nor supports that claim. This report is an overview of the students' achievement in Project Advance in the first semester of the 1973-74 academic year.

Gooler and Grotelueschen (1971)* have pointed out the need for evaluation in educational planning. Evaluation can tease out variables early in a program which suggest direction not only for future evaluation, but for future program administration as well. The utility of this base line data report is in the planning realm. Evaluation efforts that follow will address themselves to questions raised early in the program's operation.

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*Gooler, Dennis D. and Grotelueschen, Arden D. "Evaluation in Planning Educational Programs," Paper presented at AERA, New York, February, 1971.

DISCUSSION

The tables and figures that follow are a report of the first semester's activities at Project Advance participating high schools. Please note that schools are represented by letters. It is essential that schools' anonymity be preserved. Each table and figure should be considered separately, since letters representing schools in one figure do not necessarily correspond to those in another.

Section Sizes

The data contained in Table 10 represent the number of enrollments in each of the nine participating high schools. The data is broken down according to course, and totals are given for each course as well as for each high school. Below the table is the total school enrollment for each of the high schools. Although little correlation was found between size of high school and number of students enrolled in the project, it is instructive to compare the section size with the school enrollment to obtain a perspective on the relative size of the project. Schools in this and subsequent graphs and tables are anonymously listed as A, B, C, etc. The number of students (N = 396) is less than the number of enrollments (N = 462). This is due to the fact that 66 students were cross-enrolled in more than one course.

TABLE 10

First Semester Enrollments by Course/ by School

SCHOOL	A	B	C	D	E	F	G	H	I	COURSE TOTALS
ENGLISH	29	50	60	44	38	29	--	21	55	296
PSYCHOLOGY	--	27	20	20	18	21	38	--	--	144
COMMUNICATIONS AND SOCIETY	--	11	--	11	--	--	--	--	--	22
TOTAL	29	88	80	75	56	50	38	21	25	462

Grade Point Averages

GPA (Grade Point Averages) for each course, school, and course/within school is contained in Table 11. The grand mean (X) for all schools was 2.9080, based on the standard University system of A = 4.0, B = 3.0, C = 2.0. Please note that grades lower than "C" were not recorded by the University since the minimum transferable grade is "C". The only exception is Communications, since these grades were compiled by the University rather than the participating high schools. Where there are blanks under schools or courses, this is because the course was not offered at that school.

The distribution of the contributing means to the grand mean by high school is presented in Figure 1. Distribution by course are presented in Figures 2, 3, and 4. The dispersion, represented by the standard deviation, is computed from course means in the cases of English and Psychology. This weights each of those schools equally in the computation of the grand mean. (Figures 2 and 3) Since only two schools offered Communications, the standard deviation was computed from individual student scores (Figure 4). Standard deviations are represented by the broken lines, $\pm$ 1 standard deviation from the mean.

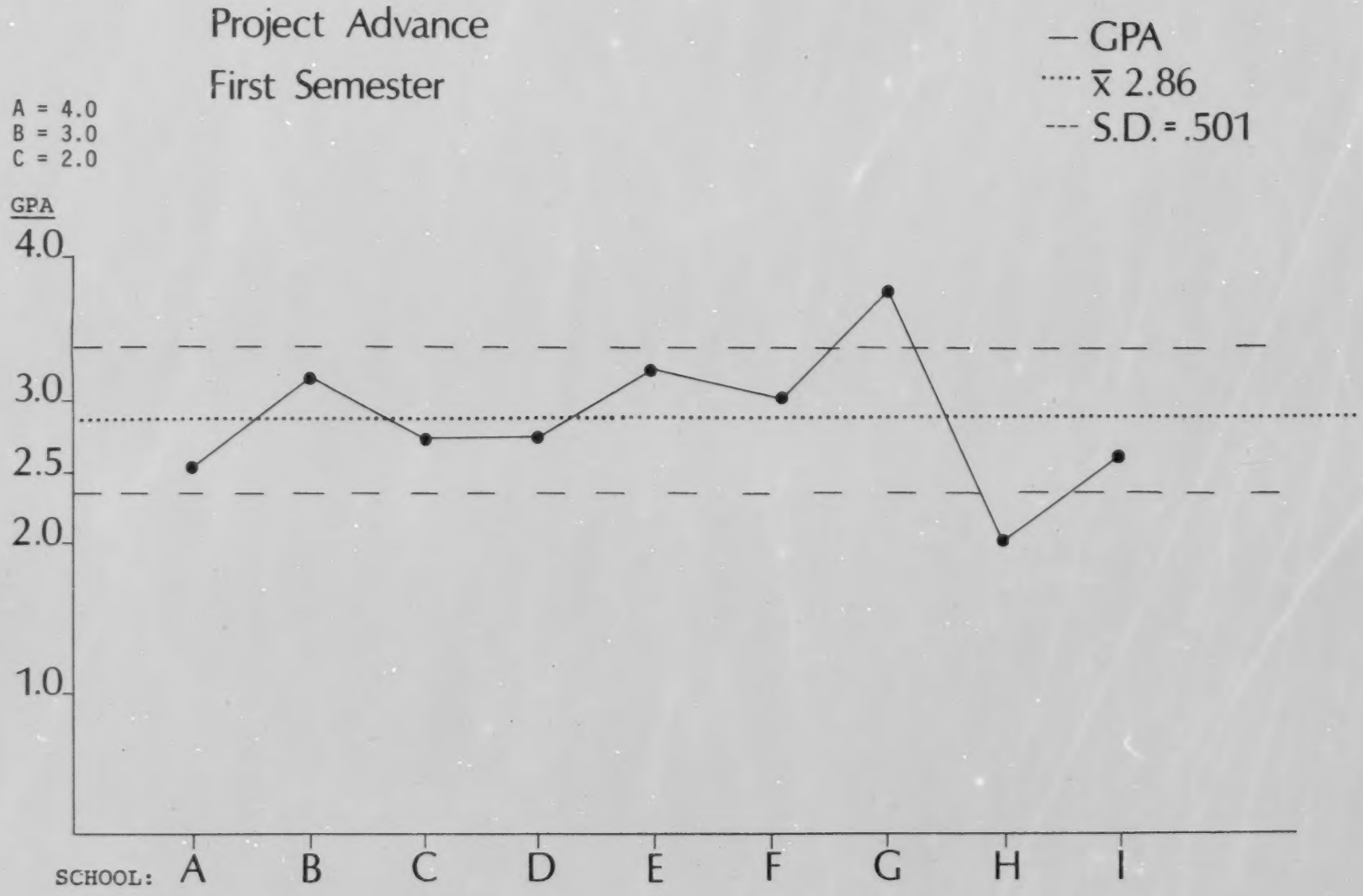
TABLE 11

First Semester Grade Point Averages for Schools, Courses, and Course/ by School

SCHOOL	A	B	C	D	E	F	G	H	I	GRAND MEAN
PSYCHOLOGY	--	3.3962	3.8000	--	3.5556	3.3571	3.7714	--	--	3.5661
ENGLISH	2.5400	3.1311	2.3200	2.8421	2.9048	2.9248	--	2.0000	2.6250	2.6629
COMMUNICA-TIONS AND SOCIETY	--	1.8000	--	2.1818	--	--	--	--	--	1.9909
TOTAL MEAN	2.5400	3.1562	2.7240	2.7310	3.2000	3.0694	3.7714	2.000	2.6250	2.9080

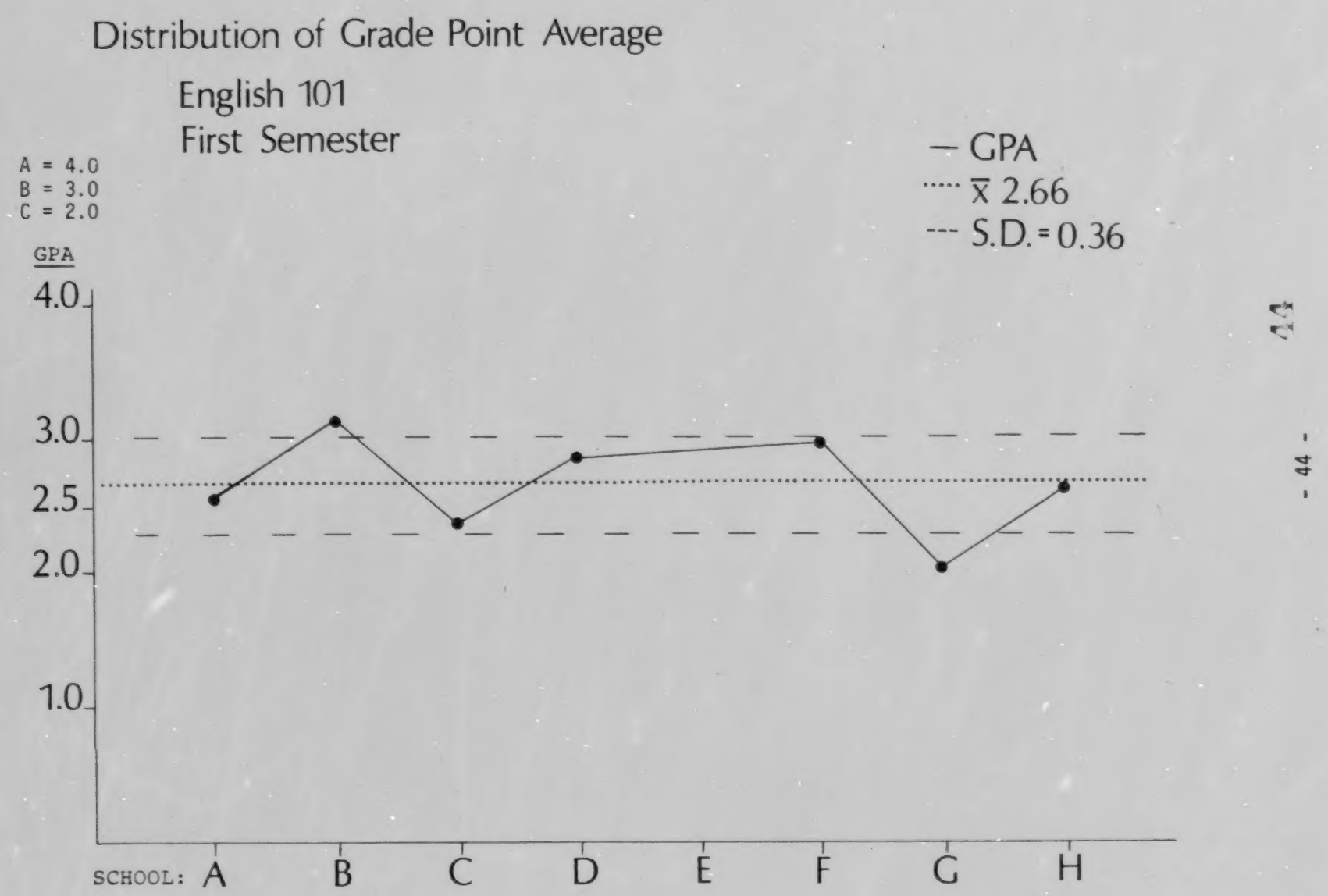
FIGURE 1

Distribution of Grade Point Average



Note: Letters representing schools in one figure do not correspond to letters used in others.

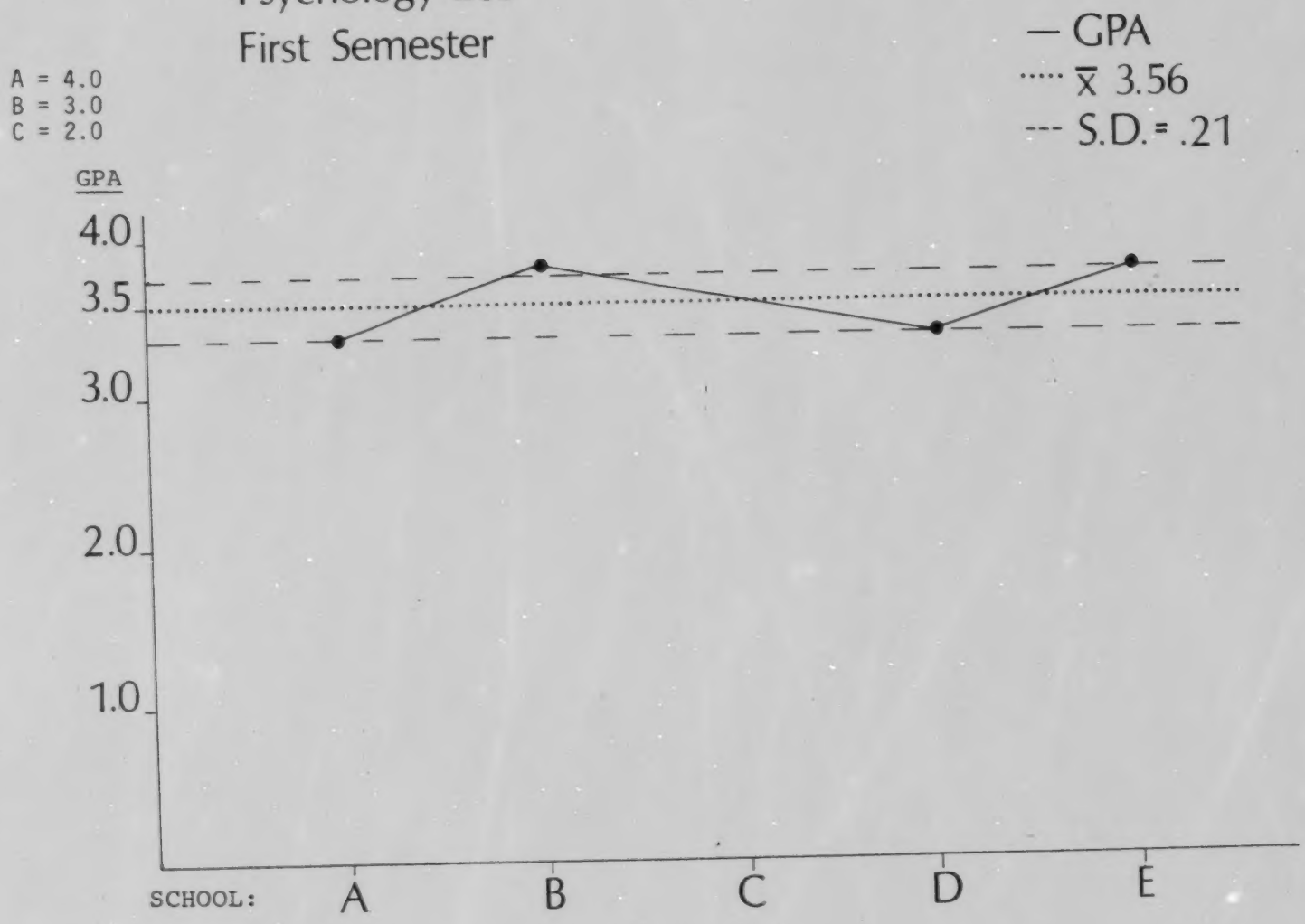
FIGURE 2



Note: Letters representing schools in one figure do not correspond to letters used in others.

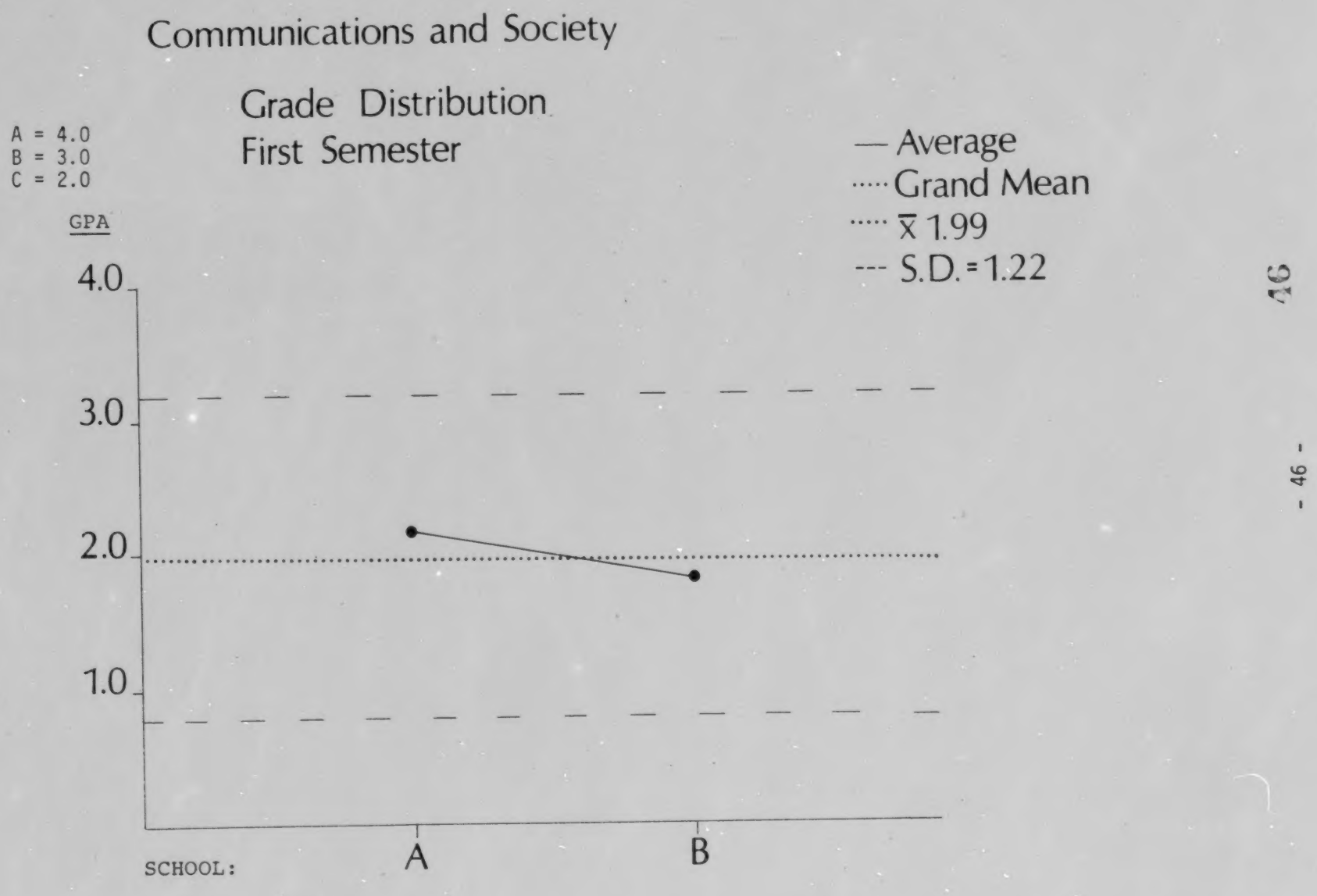
FIGURE 3

Distribution of Grade Point Average
Psychology 205
First Semester



Note: Letters representing schools in one figure do not correspond to letters used in others.

FIGURE 4



Note: Letters representing schools in one figure do not correspond to letters used in others.

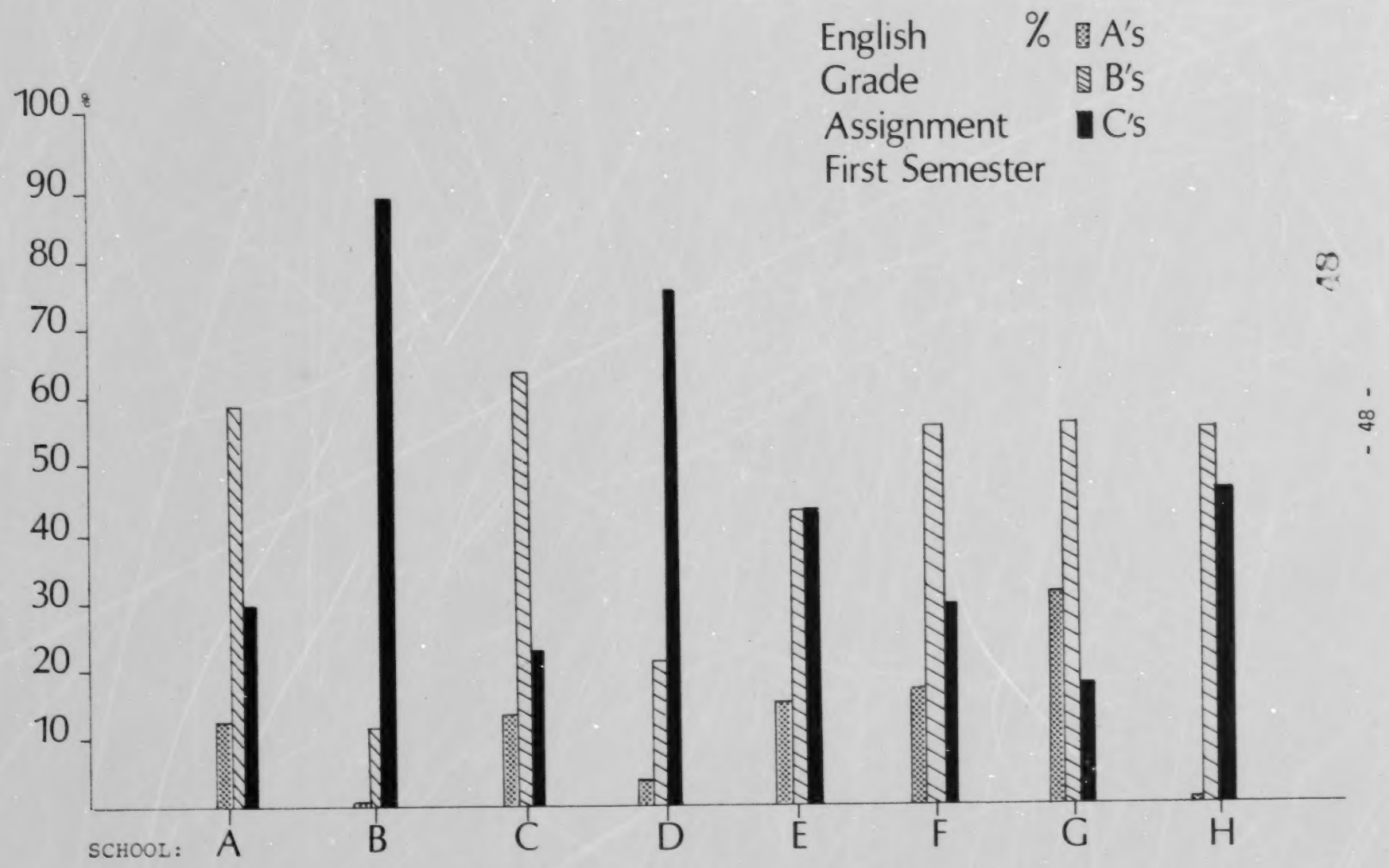
Grade Assignment

Figures 5 and 6 indicate the grade assignment by percentage of each of the schools in English and Psychology. The percentages are based on the total number of letter grades given for the areas of Fiction and Poetry for the English course. In Psychology, the grades are the final reports. Please note that because of the design of the English course, the "first semester" denotation is an artificial distinction and represents student achievement at the point of about February 1st, 1974. Some students may have attained letter grades in Fiction and Poetry subsequent to that date. Psychology reports were finalized as of February 1st. The semester distinction was an operational one for this course.

One note of interest: Theoretically, students may earn credit in Psychology after the semester is over, provided they finish before graduation. However, there were no cases reported where students wished to do this. Therefore, the Psychology reports are complete records of student achievement as of February 1st. Those students who did not finish the course indicated their intention to drop before the end of the course.

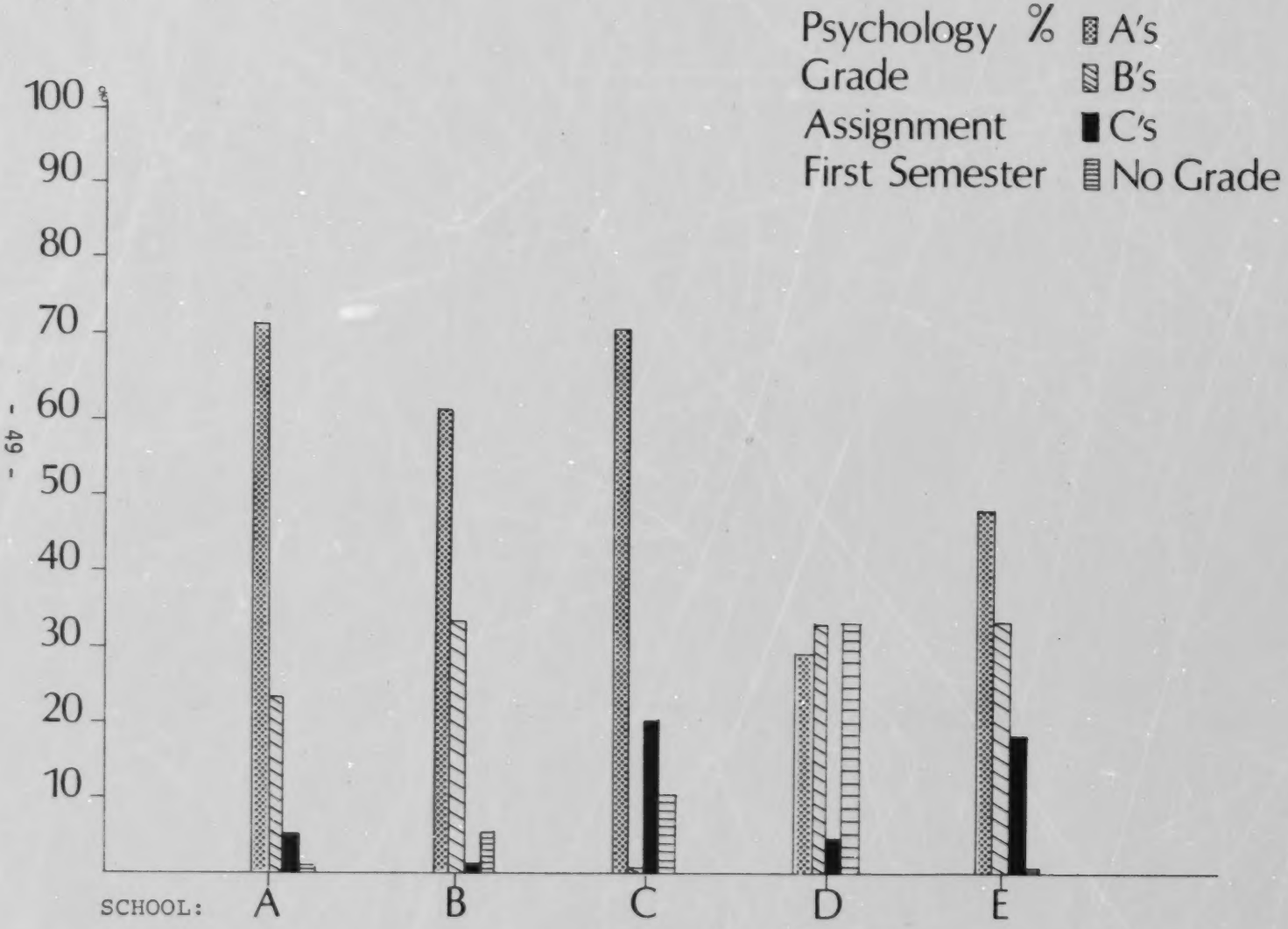
Figure 7 indicates the percentage of students who received passing grades for the first semester in Project Advance English. A slight negative correlation ($r = .55$) was found between size of section and percent passing. This is not sufficient to warrant any predictive ability. Please note that, once again, schools are represented by letter codes. The number passing is above the broken line bar. The percent passing is indicated inside the broken bar.

FIGURE 5



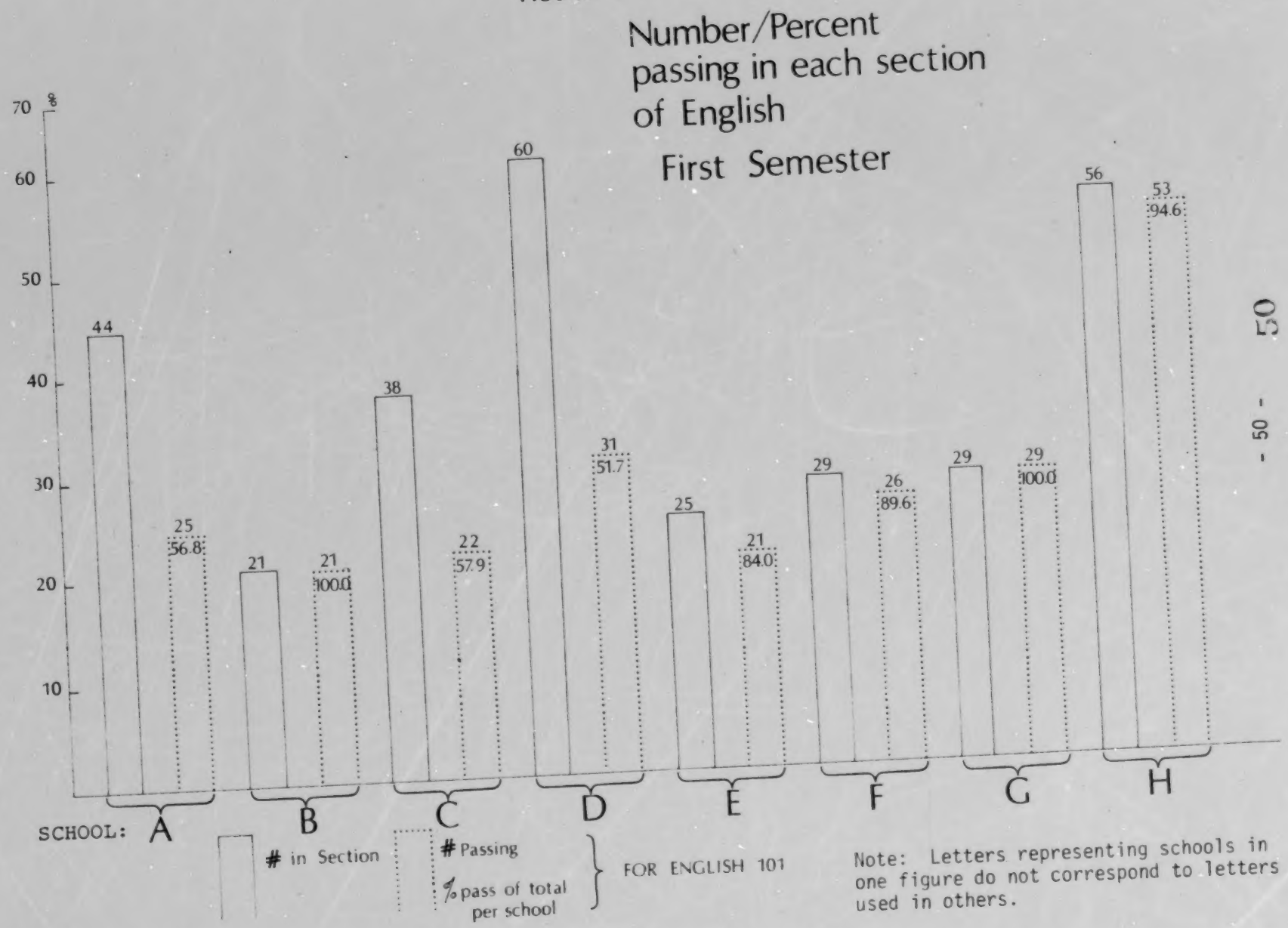
Note: Letters representing schools in one figure do not correspond to letters used in others.

FIGURE 6



Note: Letters representing schools in one figure do not correspond to letters used in others.

FIGURE 7


Number/Percent
passing in each section
of English
First Semester
%
70
60
50
40
30
20
10
44
25
56.8
21
21
100.0
38
22
57.9
60
31
51.7
25
21
84.0
29
26
89.6
29
29
100.0
56
53
94.6
- 50 -
50
SCHOOL: A B C D E F G H
in Section
Passing
% pass of total per school
FOR ENGLISH 101
Note: Letters representing schools in one figure do not correspond to letters used in others.

STUDENT AND PARENT QUESTIONNAIRES
ATTITUDE SURVEYS

by

Henry Slotnick David Chapman

PROJECT ADVANCE
SUMMATIVE EVALUATION

INTRODUCTION

This report describes a study undertaken as a part of the summative evaluation of Project Advance during its pilot year. The study investigated the priorities of parents and students with respect to possible outcomes of Project Advance.

PARENT AND STUDENT PRIORITIES FOR PROJECT ADVANCE

The investigation had three goals:

1) to determine whether or not students enrolled in Project Advance and their parents had strong opinions about the outcomes of the program;
2) to determine, if strong opinions appeared, what outcomes were most valued; and
3) to determine the areas of agreement and disagreement between students and parents regarding the outcomes of the program.

PROCEDURE AND RESULTS

To accomplish these ends, the authors developed a thirty-three item questionnaire. The thirty-three items were selected from an item pool developed after a review of the general literature pertaining to high school-college articulation programs and the evaluation documents of Project Advance.* More specifically, items were selected to cover the sixteen categories of possible outcomes identified through interviews with high school administrators, instructional material developers and Syracuse University personnel associated with Project Advance. Categories are:

1. equivalency of Syracuse and Project Advance courses
2. enrollment in Project Advance
3. parental attitudes toward Project Advance
4. students' and teachers' attitudes toward Syracuse University
5. growth and expansion of Project Advance
6. certification of high school teachers to teach Project Advance courses

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* The authors wish to thank Ann Hubbard for assistance in drafting tests and Edward F. Kelly for reviewing the item pool.

7. ongoing relationship between high school and Syracuse University
8. adequacy of project planning
9. favorable publicity for Project Advance
10. information for guidance purposes
11. low dropout rate from Project Advance
12. accessibility to Project Advance by a variety of high school students
13. enrichment of high school experience
14. evaluation of college potential
15. student interest in college
16. student performance in college

The questionnaire consisted of a cover page and three pages of goal statements, i.e., possible outcomes of Project Advance, each related to one of the sixteen statement categories described above. Respondents were instructed to rate each of the thirty-three statements (+) if they felt the goal was important, (0) if they felt that the goal might or might be important (i.e., if they were undecided on its importance) and (-) if they felt the goal was unimportant. This three-point scale was considered to be nominal in nature because it was not true that "undecided" was intermediate between important and unimportant. A copy of the questionnaire is found in Appendix B.

In the latter part of June (after school ended), letters were sent to all students who had received Syracuse University credit through Project Advance and to their parents asking for their cooperation in completing the questionnaire just described. A week later, the questionnaire, under a cover letter and accompanied by a stamped return envelope, was sent to each student and his/her parents. No specific instructions were given as to which parent should complete the questionnaire nor was information collected as to who indeed completed it.

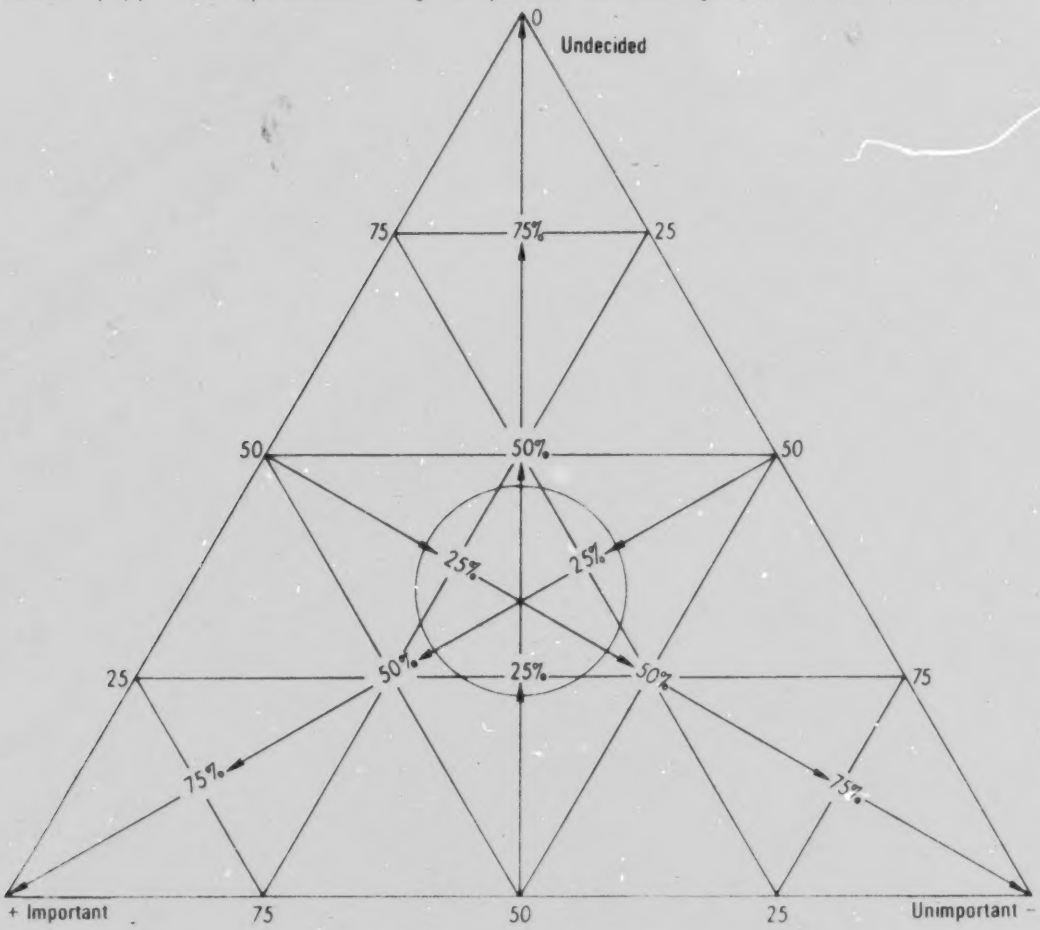
Of a total of 757 questionnaires sent, 310 were returned, a 41% rate of response. This rate of return is typical of mailed questionnaires. A more detailed description of the returned questionnaires is given in Table 12.

TABLE 12: Population Size and Rate of Response

	Number of Questionnaires Mailed	Number of Questionnaires Returned	Percent of Questionnaires Returned
Parents	317	140	44%
Students	440	170	39%
Total	757	310	41%

Upon receiving the completed questionnaires, the responses of students and parents were sorted out and summarized separately. A special graph with three axes was used to display the summarized data, with one graph being drawn for each of the sixteen categories of outcomes.

There are five rules for interpreting the graphs; the five follow from the fact that each of the three responses (important (+), undecided (0), and unimportant (-)) is represented by a point on the graph. The closer



a group of respondents is to any of these points, the more strongly that point represents the group's views. For example, P_1 (the views of parents to Statement 1 on the questionnaire) is closer to "important" than to either "undecided" or "unimportant"; parents are generally more convinced that Statement 1 is important and fewer parents are either undecided or convinced of its unimportance.

The percentage of parents represented by the point P_1 can be quantified: notice that since the point falls at the "65%-line" for important, P_1 represents the 65% of parents who considered Statement 1 important. Similarly, P_1 falls at the "20%-line" for undecided and the "15%-line" for unimportant. These percentages, of course, add up to 100% and therefore represent all the parents in the sample. The first two rules for interpreting the graphs then become:

1. The distance a point (such as P_1) is from an end point on the graph (such as the point labelled "important") is related to how many persons chose that end point, e.g., the closer the point is to "important," the more people chose "important" to describe the statement.
2. The location of a point represents the entire group of respondents and can be interpreted as X% choosing important, Y% unimportant, and Z% undecided. The reader should note that X + Y + Z = 100%.

Notice that there is a circle in the center of the graph, and that the circle represents "no firm group opinion." This means that the percentages of respondents picking (+), (0), or (-) for statements falling within the circle are about what could be expected on the basis of random responses. For example, if a sample of 140 (the number of parents returning completed questionnaires) were drawn in a lottery where 1/3 of the tickets were (+), 1/3 (-), and 1/3 (0), the results would be similar to those shown on the graph. Thus the third interpretation rule is:

3. If a point falls within the "no firm group opinion" circle, it means that the group in question (e.g., students) responded in a random manner. In other words, the group as a whole did not have a firm opinion.

The "50%-lines" on the graph represent arbitrary designations the authors used to identify strong opinions. P_1 in Figure 1, for example, is considered a strong opinion expressed by parents regarding Statement 1 because more than 50% of the group chose "important" to describe it.

4. A strong opinion is represented by any point where 50% or more of the respondents chose the same descriptor: important, unimportant or undecided.

The "50%-lines" for each of the three responses form a triangle at the center of the graph surrounding the no opinion circle. Notice that only the area within the circle represents no opinion, the remainder of the triangle's area represents a firm opinion, but one that is not strong. The authors have designated this area as indicating polarization: a firm opinion has been expressed, but it is not strong--it is split between two views. For example, S_1 (student views about Statement 1, shown in Figure 7) falls in the area of polarization: the majority of students were split between "important" and "undecided."

It is impossible to have a three-way polarization: the point would fall within the "no firm opinion" circle and therefore be indistinguishable from random behavior on the parts of the respondents. Thus the last interpretation rule is:

5. Any point falling outside the "no firm opinion" circle but not qualifying as a strong opinion represents polarization of the respondent group. Points having less than 50% of the respondents picking each of the three choices (but being primarily split between two of the three) qualify as being polarized.

Since the views of both parents and students were compared here, it was necessary to determine if the two groups responded similarly to the same statements. Arbitrarily, a 10% difference in the response patterns of the two groups was considered to be important. For example, if 80% of parents responded (+), 20% (-), and 0% (0), the 10% criterion would be met. This is a simple situation, however, since both groups chose (0) at the same rate; the problem becomes more complex when the difference between the two respondent groups appears in all three descriptions: (+), (0), and (-). To overcome this problem, the concept of a directed distance was defined (Appendix C): a distance, in percentage values, which takes into account the three-way character of the graphs. Thus a directed distance of 10% means the authors consider the two groups to have responded in importantly different manners. Since it is not possible to read directed distances directly from the graphs, these distances are pointed out in the page accompanying each graph.

The balance of the first part of this report is devoted to describing responses to each of the sixteen categories of outcomes. The results are described, using the five interpretive rules and the notion of directed distance.

SUMMARY OF RESULTS

This evaluation found that:

1) Both students and parents hold clear and often strong opinions regarding the importance of different outcomes achievable through Project Advance.
2) Students' and parents' ratings were very similar in the relative importance they assigned to each of the outcomes.
3) When parents and students disagreed on the importance of particular outcomes, those outcomes tended to be less important than others.

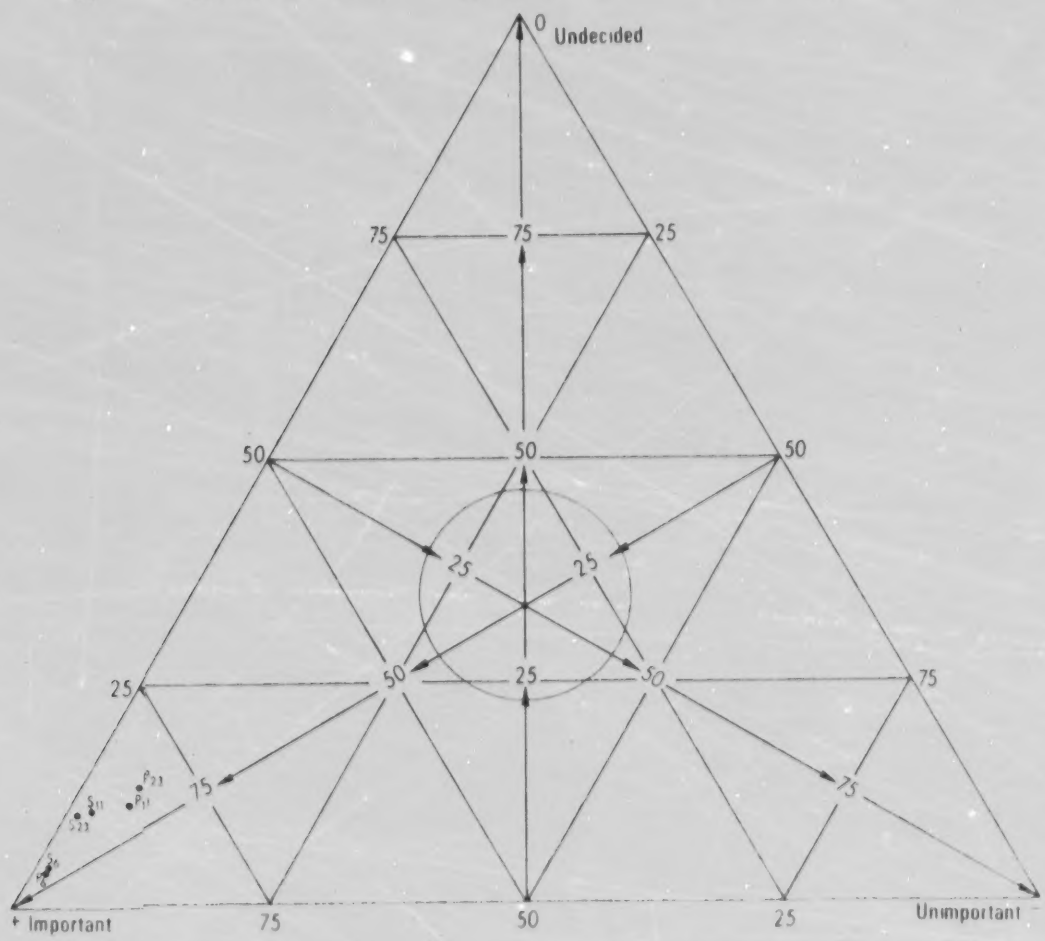
The equivalence of the courses on- and off-campus was rated as the most important outcome by both students and parents: comparability of work load, equivalence of grading standards, and equal credit for equal work were all seen as being of the highest priority. Importance was also attributed to continued assistance from the University in setting up, operating, trouble-shooting, and evaluating Project Advance courses in the high schools. Favorable publicity to Project Advance, Syracuse University, or the local school district was rated as the least important by both groups. However, parents rated good publicity more highly than did students.

FIGURE 8

Equivalency of Syracuse University and Project Advance Courses

Both the parents and students showed strong opinions in favor of the notion of equivalency between Syracuse University and Project Advance courses. Specifically, parents and students were in agreement that (S11)* Project Advance and Syracuse University students taking the same courses should be given the same work, (S23) they should be evaluated using the same standards, and (S6) they should receive identical credit for the successful completion of the same courses.

	Students				Parents				
Statement	+	0	-	omits**	+	0	-	omits	Directed Distance
6	96	3	1	0	95	4	1	0	1.00
11	83	12	5	0	88	10	2	1	5.83
23	83	12	5	0	89	10	1	0	7.21



* S11 refers to Statement 11 on the questionnaire. All statements are designated in this manner.

** Omits refer to the number of persons not responding to the statement indicated. If there are no omits, the response rate is 170 parents and 140 students.

FIGURE 9

Enrollment

The only question dealing with enrollment (S24: "Enrollment in Project Advance should increase as students talk with their classmates") received polarized responses from both parents and students: both groups were split between believing it to be an important goal of the project and being undecided. In other words, about half of each group thought the goal to be important, the other half could not decide on its importance or unimportance.

Parents and students differed importantly in the way they responded to this question. Parents were less convinced than students that this goal was indeed important.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
24	48	34	18	0	41	49	10	0	10.63

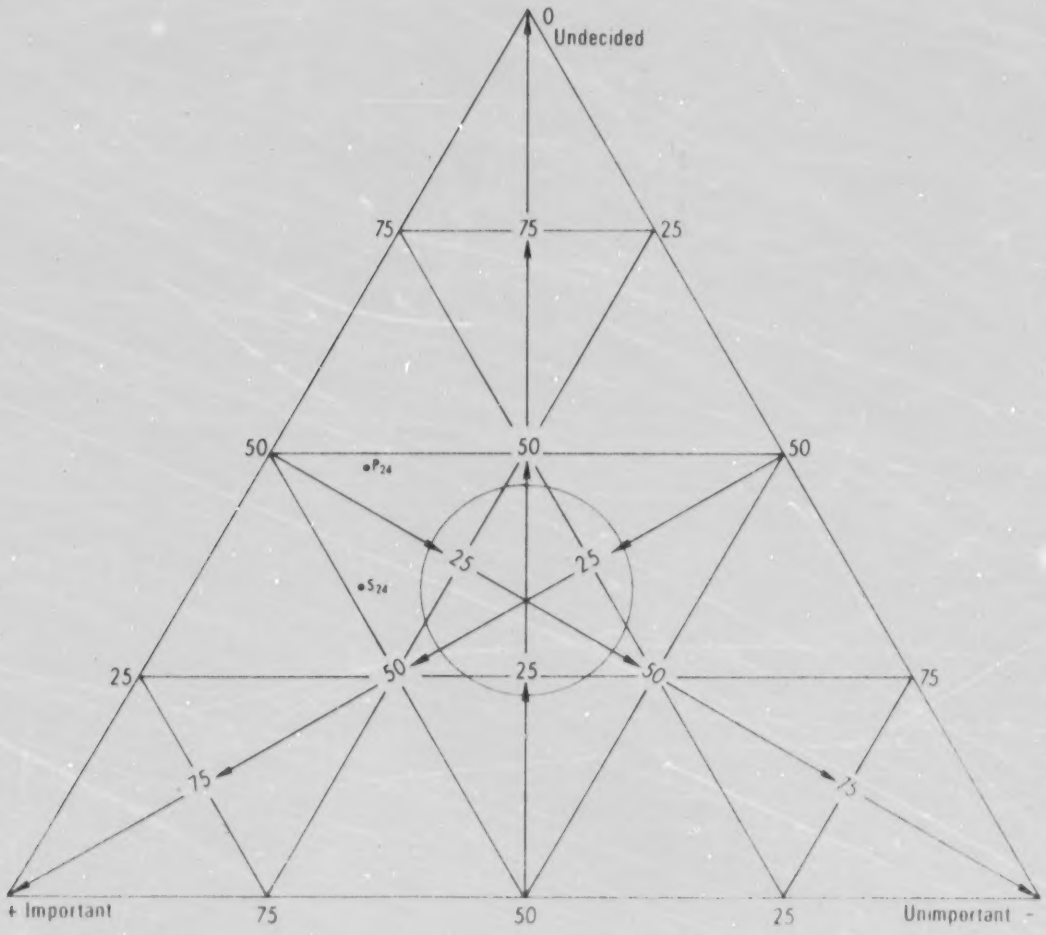


FIGURE 10

Parent Attitudes

The question of whether parents' views should be considered in establishing the goals of Project Advance (S3) depended on whether parents or students were responding. Students were split between saying that the goal was unimportant and that they could not determine its importance. Parents, on the other hand, showed a response pattern indicating no firm opinion.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
3	17	44	39	0	30	41	29	2	16.40

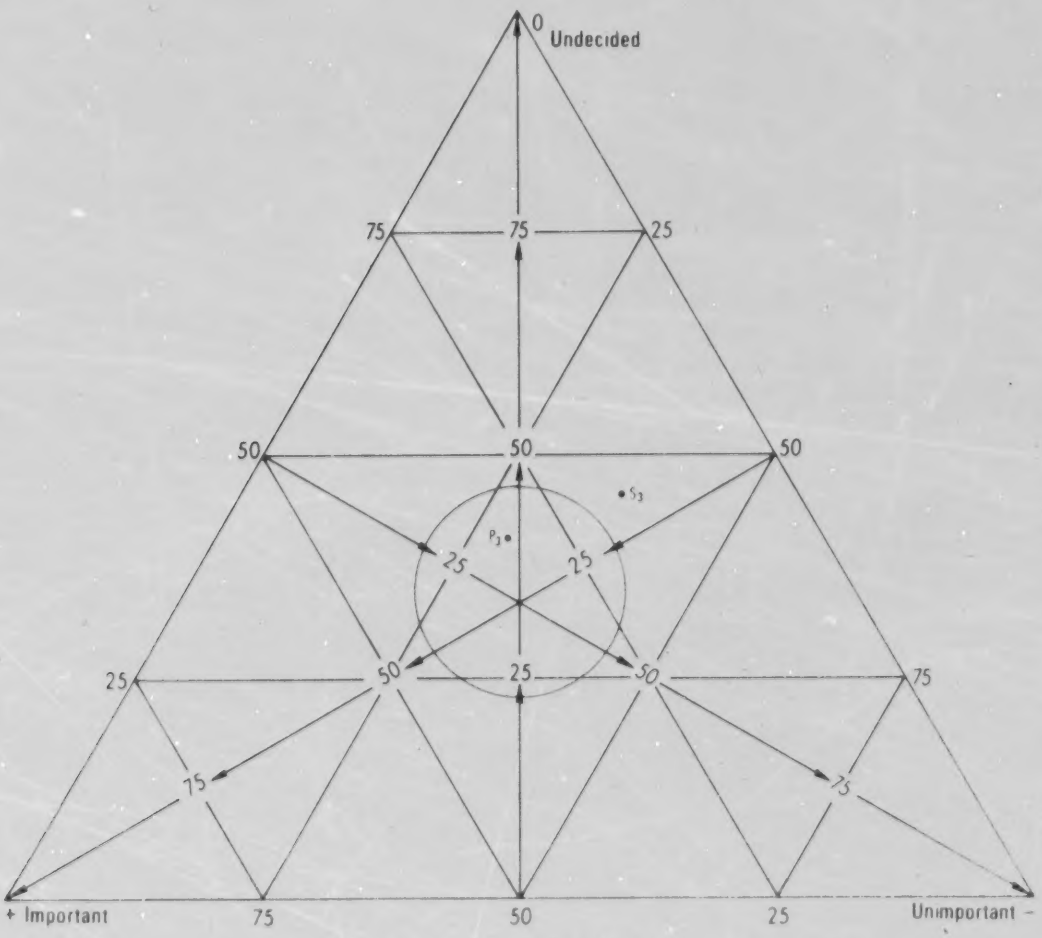


FIGURE 11

Student Attitudes

The one question in this category (S21) dealt with students' attitudes toward Syracuse University. Parents felt clearly ambivalent on this issue while students were split between ambivalence and believing the goal to be unimportant. The extent of difference in the way the two groups viewed the statement is considered important.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
21	19	49	32	0	25	52	23	0	10.81

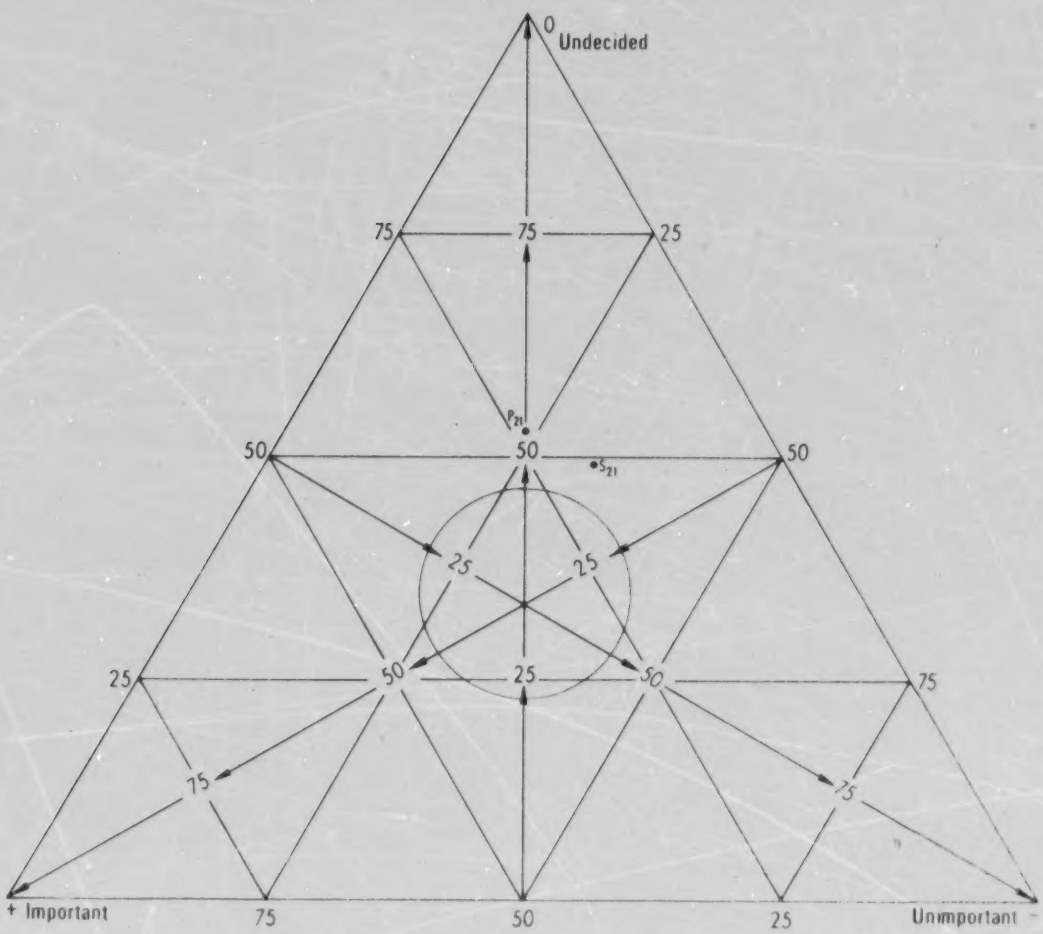


FIGURE 12

Growth and Expansion of Project Advance

All three of the questions relating to this goal received strong positive responses from both groups. Further, parents and students showed similar degrees of feeling toward two questions: (S4) "Project Advance should include more high schools each year" and (S31) "Project Advance should enroll more students each year." The two respondent groups disagree importantly, however, on the question of (S13) "Project Advance should offer an increased variety of courses each year." Students felt this goal to be more important than did parents.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
4	72	25	3	0	72	23	5	2	2.00
13	81	17	2	0	63	27	10	1	19.70
31	50	38	12	3	44	39	17	0	7.81

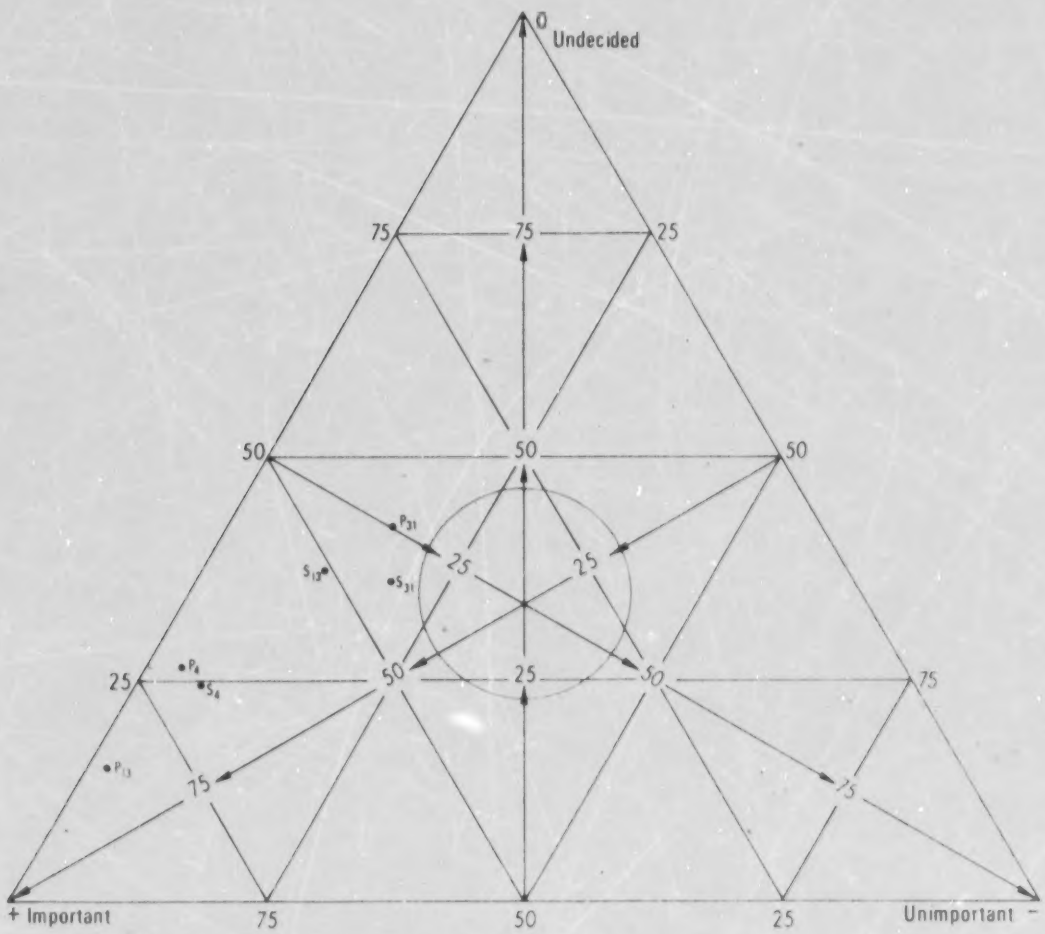


FIGURE 13

Certification of High School Teachers

It was clear to both parents and students that the certification of high school teachers to handle Project Advance courses was important: both groups agreed that (S1) "High school teachers who teach in Project Advance should be qualified to teach the same course at Syracuse University". (S10) "High school teachers participating in Project Advance develop new teaching skills," and (S20) "High school teachers teaching in Project Advance courses receive special training by Syracuse University." There were no important differences between the magnitudes of the responses for either respondent group to any statement.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
1	76	22	2	0	78	19	3	2	2.24
10	67	25	8	1	73	25	2	1	8.49
20	83	15	2	0	91	9	0	1	8.25

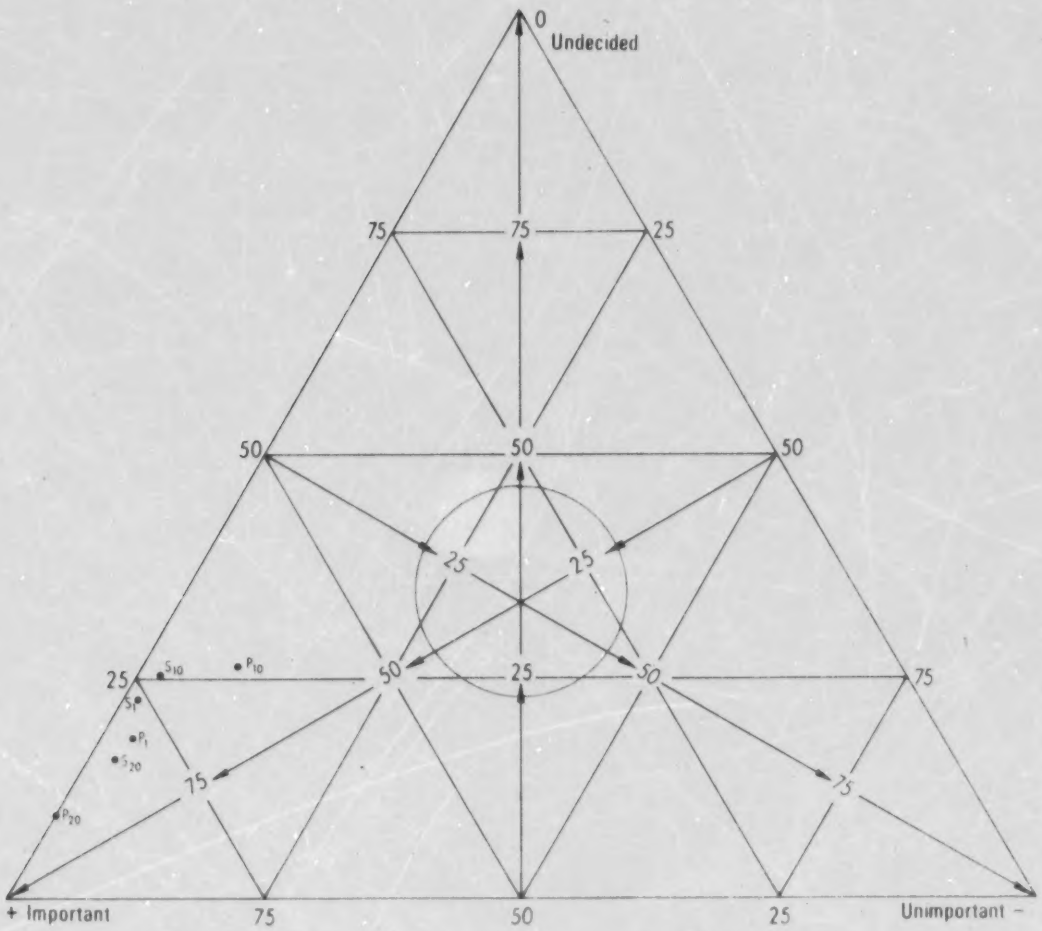


FIGURE 14

Relationship of High School to Syracuse University

The question of whether people in communities served by Project Advance will hold favorable attitudes toward Syracuse University (S8) received different responses from both parents and students. Student responses did not depart from randomness on this question while parents were split between ambivalence and positive attitudes.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
. 8	29	45	26	3	41	40	19	1	13.89

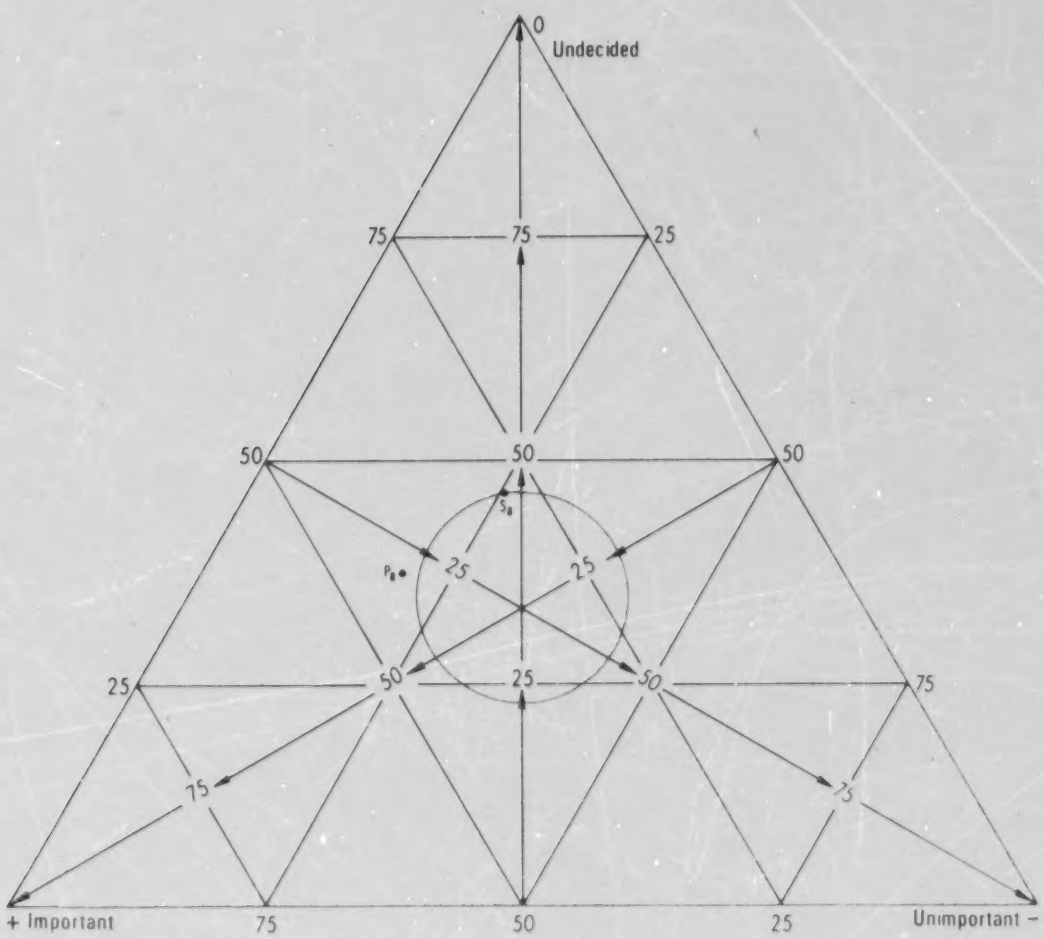


FIGURE 15

Adequacy of Project Advance Planning

Both groups agreed that high schools should receive help as needed (S7) immediately from SU in setting up and running Project Advance courses and (S14) careful monitoring and evaluation should continue even after the project courses are set up and running in the high schools.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
7	85	13	2	0	92	7	1	1	7.07
14	58	13	2	0	93	6	1	0	8.06

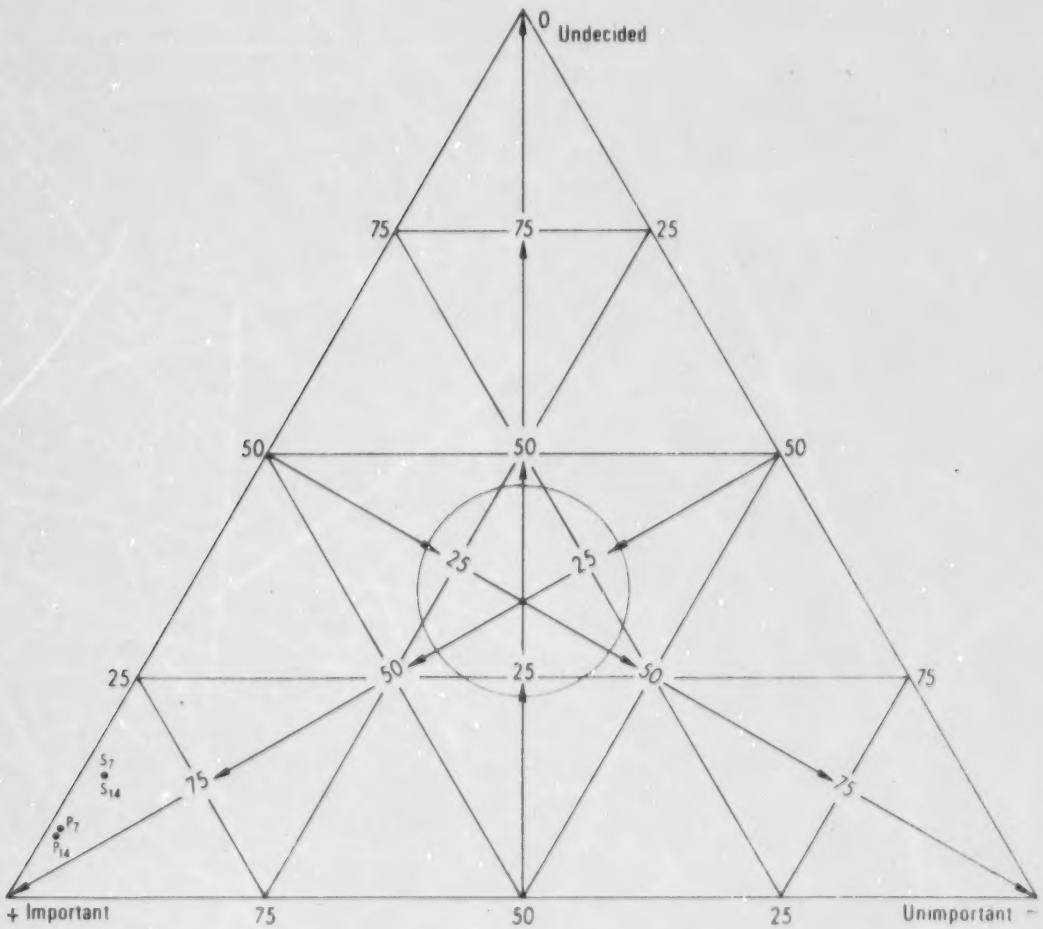


FIGURE 16

Favorable Publicity for Project Advance

Parents and students showed important differences in the way they responded to both questions relating to this goal. Parents were generally more concerned with good publicity than were students. In one case (S18: "Project Advance receives favorable publicity in newspapers and other news media") students' responses did not depart from randomness. (S26) "High schools participating in Project Advance are considered innovative by people living in those school districts" was the second question for this goal.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
18	22	42	36	2	35	43	22	0	19.10
26	25	50	25	1	36	47	17	3	13.60

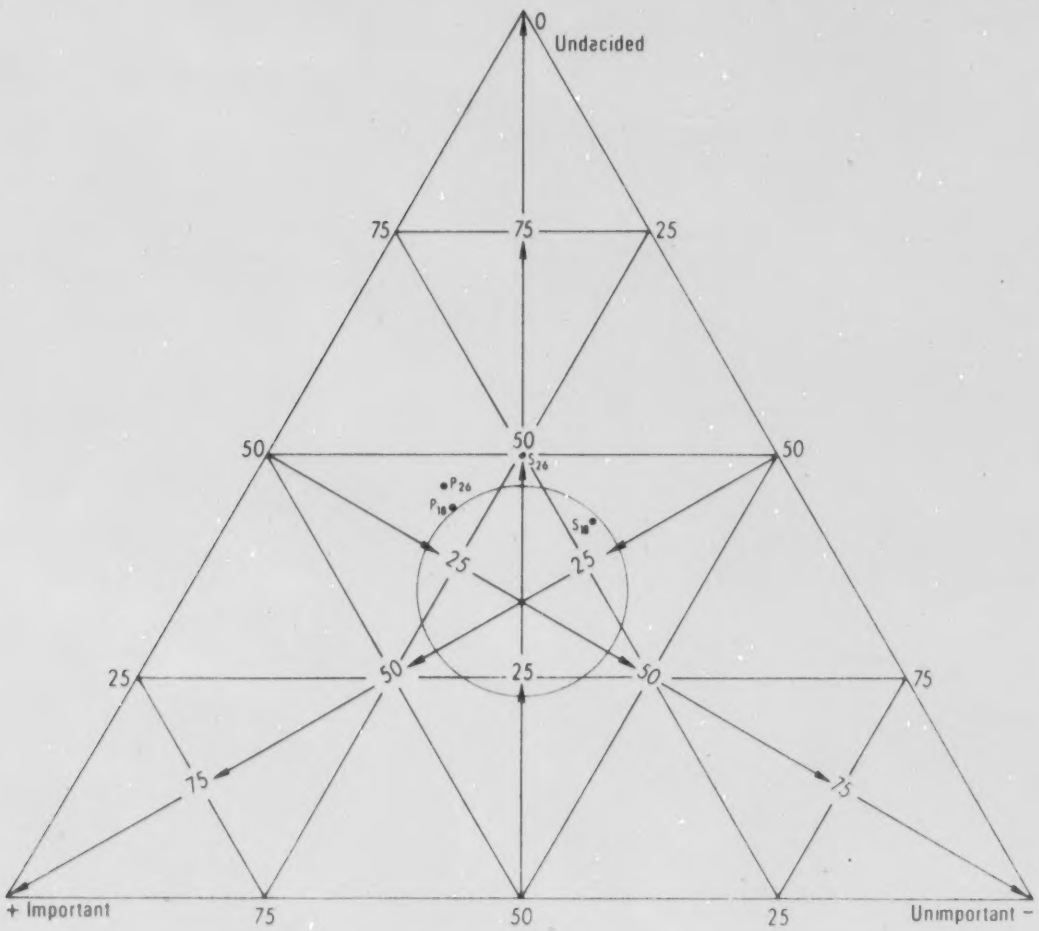


FIGURE 17

Information for Guidance Purposes

While there were no important differences between the students' and parents' responses to either statement, the questions themselves were seen as having different importances. The question (S33) of "Participating in Project Advance provides a student with an indication of his or her ability to do college work" was seen as being important while (S30) "Completion of a Project Advance course predicts success in college" received split responses between ambivalence and favorable.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
30	40	41	19	0	37	48	15	1	5.00
33	70	24	6	1	71	24	5	2	1.41

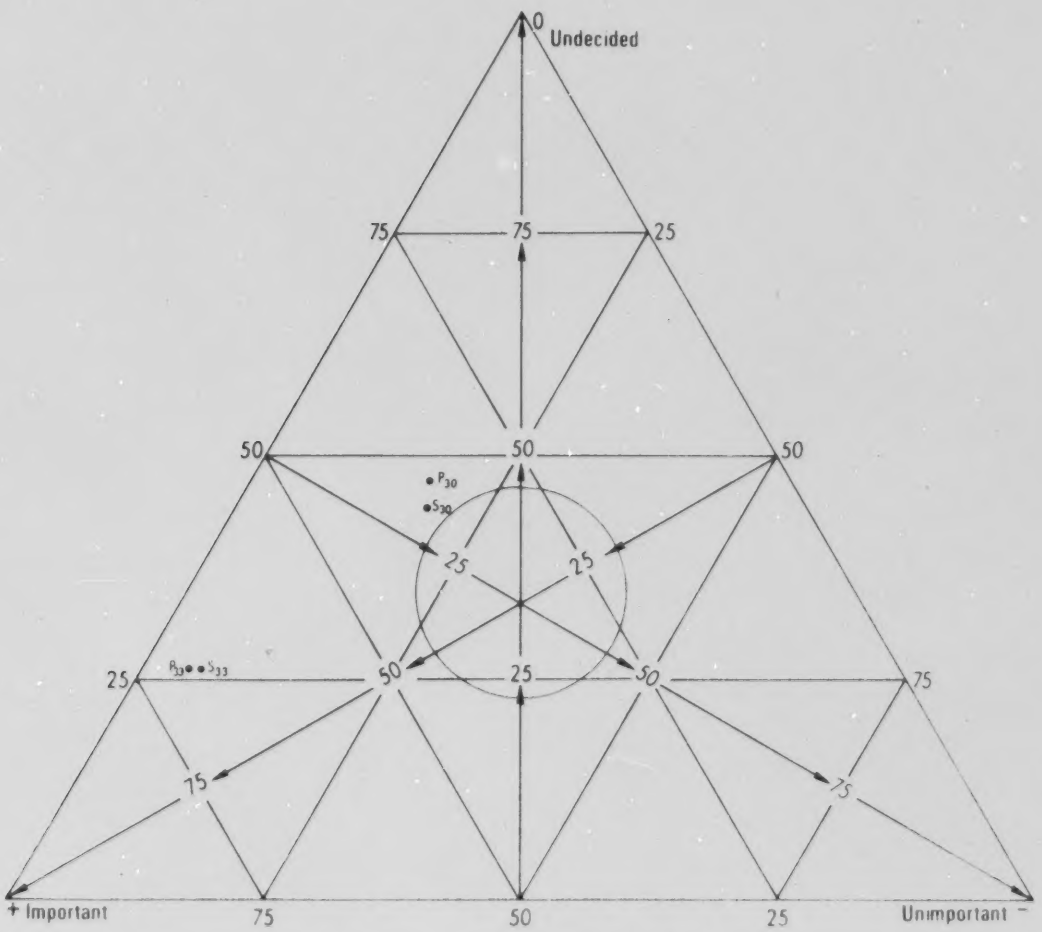


FIGURE 18

Low Project Advance Dropout Rate

Both (S16) "Most students who enroll in Project Advance courses in the high school complete the course and receive Syracuse University credit" and (S22) "High school students who successfully complete Project Advance courses receive college credit" received favorable responses from parents and students.

Statement	Students +	0	-	omits	Parents +	0	-	omits	Directed Distance
16	62	33	5	0	63	30	7	2	2.24
22	93	6	1	1	94	6	0	0	1.41

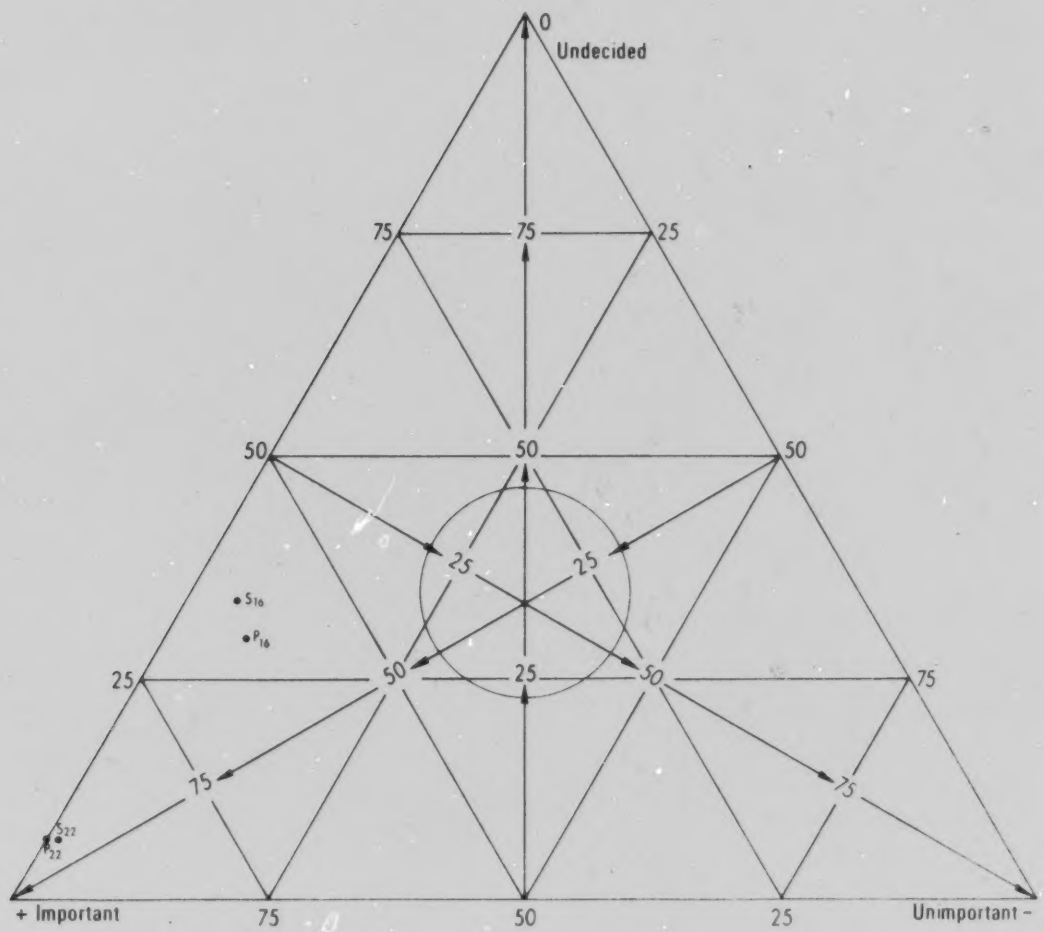


FIGURE 19

Accessibility to Project Advance

Of the four questions dealing with this goal, only (S2) "No student is denied admission to a Project Advance course" failed to collect a positive response from both parents and students. In this case, the students' responses did not depart from randomness, while parents were split on the question.

The other questions (S12) "Students without adequate funds can enroll in Project Advance courses," (S19) "Students can receive high school credit through Project Advance even if they do not receive college credit," and (S27) "Students do not have to be college bound to enroll in Project Advance courses" all received favorable responses from the respondents. Further, there were no important differences in the way either group responded to any of the questions.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
2	43	34	23	1	46	30	24	3	3.16
12	68	24	8	0	72	24	4	0	5.66
19	82	13	5	0	75	20	5	1	7.00
27	58	30	12	0	54	32	14	0	4.47

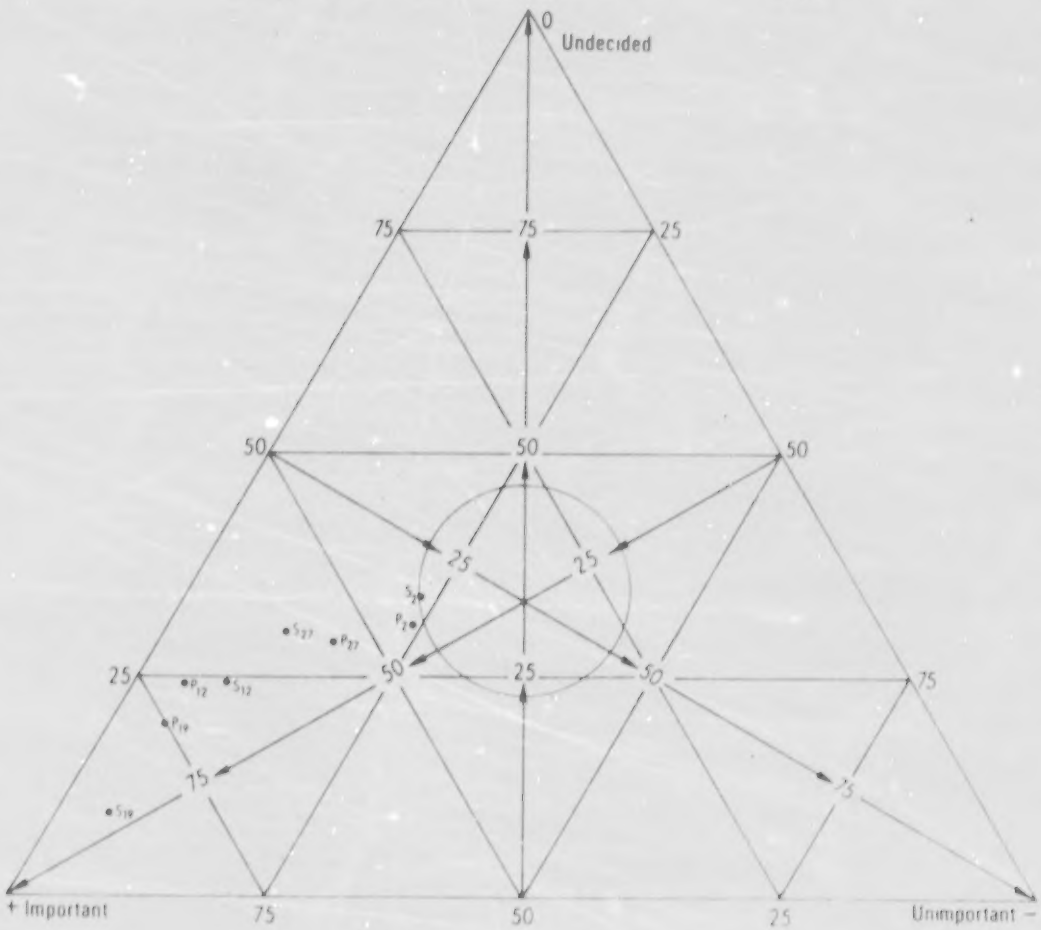


FIGURE 20

Enrichment of High School Experience

The statement (S32) "High school students in Project Advance courses receive college level teaching" received a strongly favorable response from both parents and students. There was no important difference between the two groups on this issue.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
32	81	12	7	0	87	10	3	0	7.21

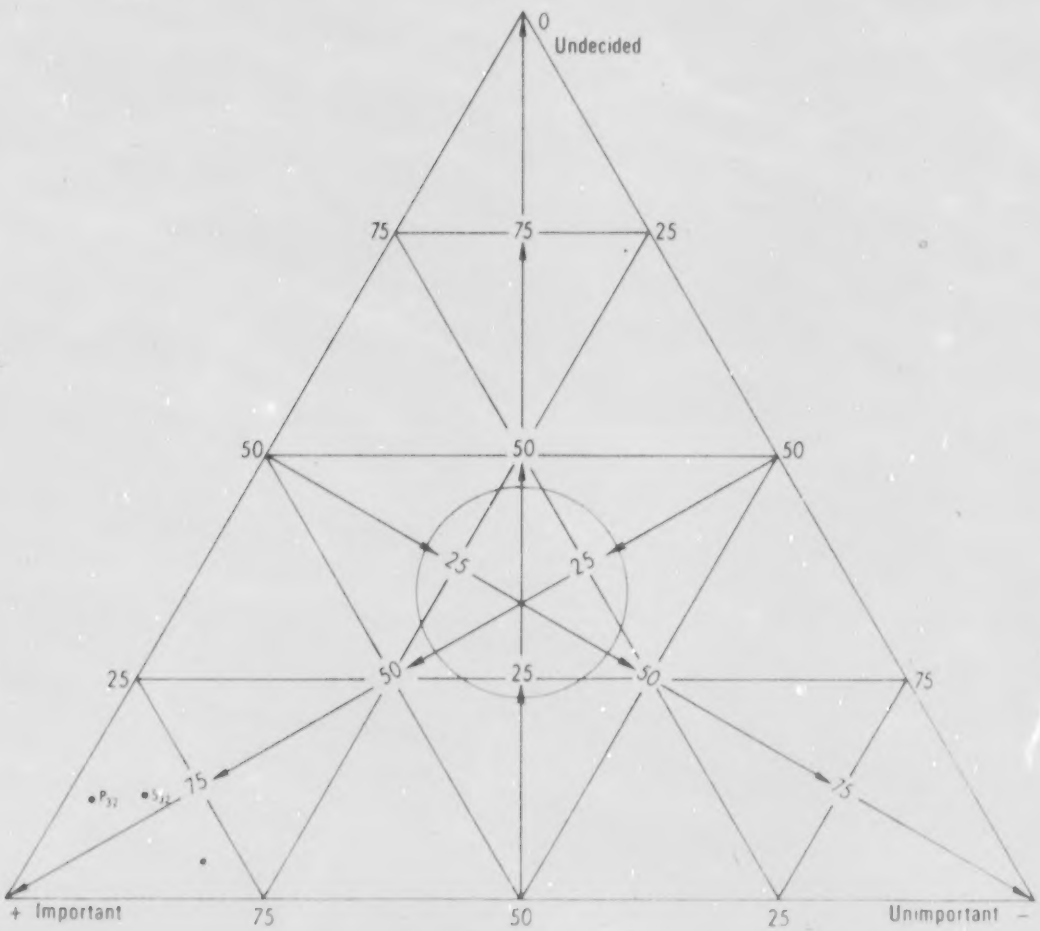


FIGURE 21

Evaluation of College Potential

Students were clearly ambivalent about whether Project Advance performance was predictive of undergraduate performance while parents were split between ambivalence and positive feelings toward the same question (S5). However, the differences between the two groups were not large enough to be considered important. Similarly, there were no differences between the two groups on whether Project Advance experience should convince some students that college was not for them (S17). In this case, however; both groups were polarized between ambivalence and positive feelings.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
5	29	59	12	2	37	47	16	5	8.94
17	46	40	14	2	40	48	12	0	6.70

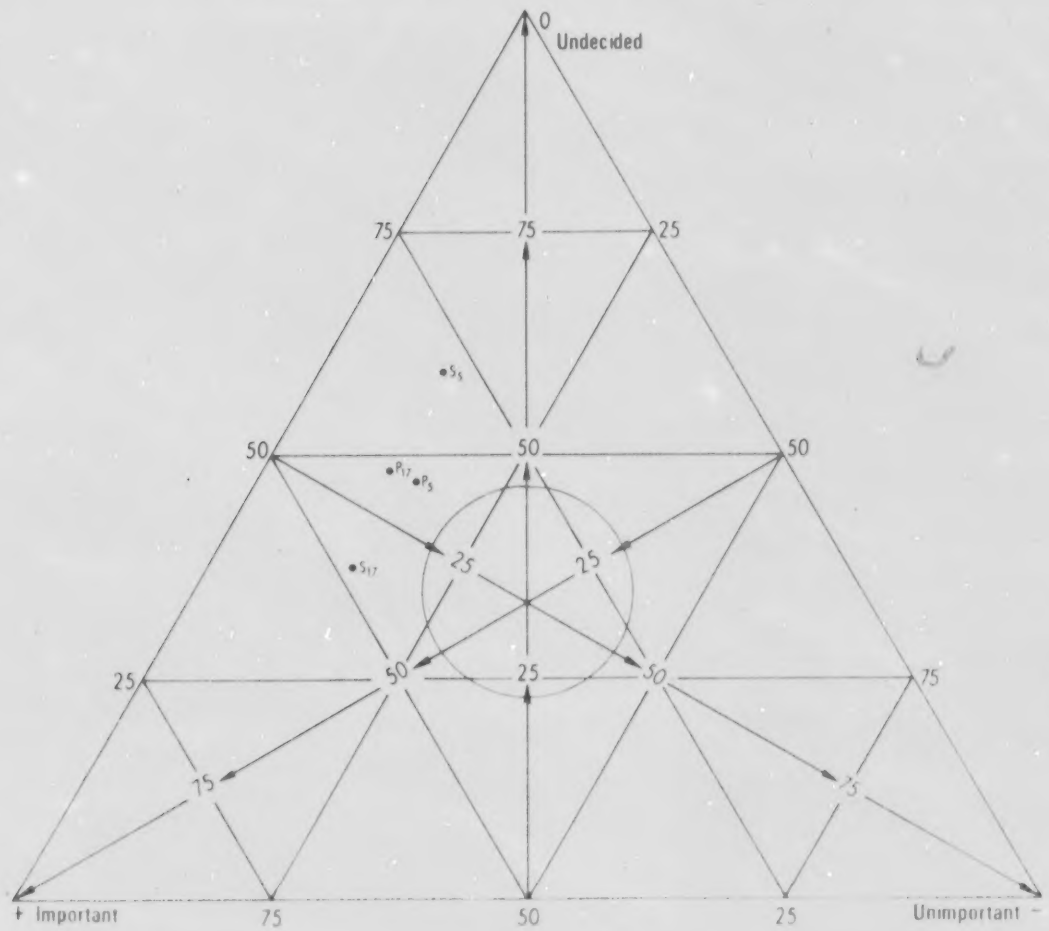


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FIGURE 22

Student Interest in College

Student and parent responses to all three questions relating to this goal were similar in magnitude and all the questions received positive responses. The questions at issue were (S9) "Receiving college credit for a Project Advance course encourages the student to continue to college after graduating from high school," (S25) "Students completing Project Advance courses are more confident about their ability to do well in college," and (S19) "Project Advance may spark interest in college in otherwise non-college bound students."

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
9	51	36	13	1	58	34	8	0	8.60
25	63	31	6	0	70	25	5	1	7.07
29	57	35	8	1	58	31	11	0	3.16

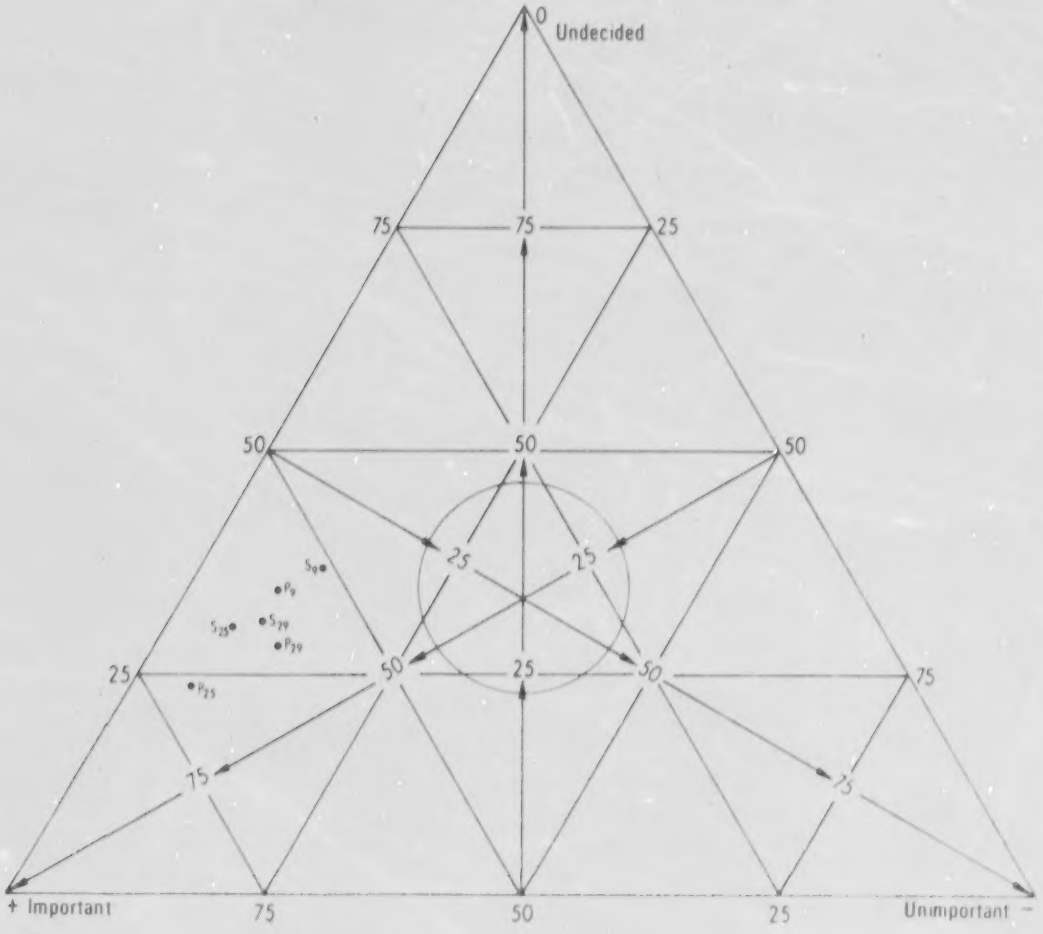

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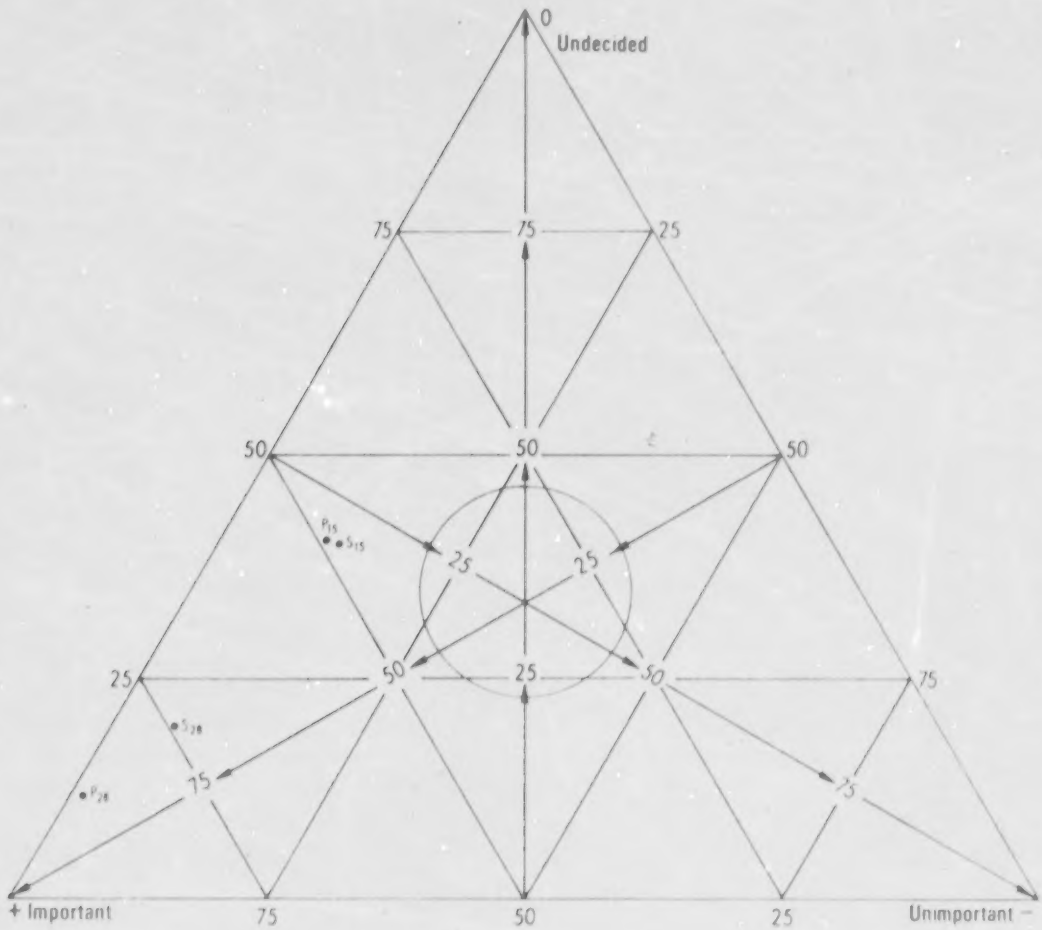
FIGURE 23
Student Performance in College

Both statements received positive responses from parents and students. For the question of (S15) "Project Advance students should have less trouble adjusting to college," parents and students showed similar rates of response. However, important differences appeared in the way they responded to (S28) "Project Advance improves the study and classroom skills students need in college." The parents held a more strongly positive view on this issue than did the students.

	Students				Parents				
Statement	+	0	-	omits	+	0	-	omits	Directed Distance
15	48	42	10	0	49	43	8	0	2.24
28	74	20	6	0	87	12	1	0	13.93



The preceding graphs indicate that both students and parents do have clear opinions regarding many of the outcomes of Project Advance, and the graphs suggest a high degree of agreement between students and parents on most issues. Further, they provide information on each of sixteen categories (as indicated in the interpretive comments with each graph). In order to indicate the relative importance of each item, the responses of students and parents were rank ordered separately, and again with both groups combined, according to the percent of (+'s) received by each statement. These rank orderings appear as Table 13.

The relative importance of the outcome statements is very similar for both groups. Results of the rank ordering suggest that equivalence of the courses offered on and off campus is the most important item to both students and parents alike. Both groups rated the comparability of work load, equivalence of grading standards, and equal credit for equal work as priorities. A tight second were those statements relating to continued assistance from the university in setting up, operating, troubleshooting and evaluating Project Advance courses in the high school. Those goals dealing with the Project Advance experience as a predictor of college success, adjustment, or interest fell into the middle range of the ranking. It is clear that both groups are concerned more with substantive issues than with less direct outcomes of Project Advance.

The strength of the importance assigned to top and middle rated outcomes by students and parents was quite similar. However, there was disagreement between the two groups regarding the importance of those items which both groups had rated low. For example, 95% of both groups rated equal credit for equal work on and off campus as important. Yet, at the low end of the ratings, parents seemed generally more concerned with good publicity from the Project than did students.

In summary: Students and parents have clear opinions regarding the importance of different outcomes of Project Advance. Equivalence of student performance on and off campus and continued support from the University were most important to both groups. Favorable publicity to the Project, the University, or the school district were among the lowest rated outcomes. Likewise, students and parents were close on the strength of importance they attached to the top and middle rated outcomes. However, more disagreement between groups was found among the lower rated items.

TABLE 13

Rank Ordering of Goal Statements
Parents, Students, and Both Groups Combined

Statement Number		Both Groups Combined	Parents	Students
6	Successful Project Advance students receive the same credit for their work as Syracuse University students who complete the same course on campus.	1	1	1
22	High school students who successfully complete Project Advance courses receive college credit.	2	2	2
14	Even after Project Advance courses are introduced in the high school, careful monitoring and evaluation continue.	3	3	3.5
7	If high schools need any assistance in setting up and running Project Advance courses, they receive help immediately.	4	4	3.5
20	High school teachers teaching Project Advance courses receive special training by Syracuse University.	5	5	6
23	The same standards are used at Syracuse University and in Project Advance for determining if a student's work is good enough.	6	6	6
11	High school students taking Project Advance courses receive the same content as Syracuse University students taking the same courses.	7	7	6
32	High school students in Project Advance courses experience college level teaching.	8	8.5	9.5
28	Project Advance improves the study and classroom skills students need in college.	9	8.5	12
19	Students can receive high school credit through Project Advance even if they do not receive college credit.	10	11	8
1	High school teachers who teach Project Advance should be qualified to teach the same course at Syracuse University.	11	10	11
4	Project Advance should include more high schools each year.	12.5	13	13
13	Project Advance should offer an increased variety of courses each year.	12.5	17.5	9.5
33	Participating in Project Advance provides a student with an indication of his/her ability to do college work.	14	14.5	14
10	High school teachers participating in Project Advance develop new teaching skills.	15.5	12	16
12	Students without adequate funds can enroll in Project Advance courses.	15.5	14.5	15
25	Students completing Project Advance courses are more confident about their ability to do well in college.	17	16	17
16	Most students who enroll for Project Advance courses in the high school complete the course and receive college credit.	18	17.5	18
29	Project Advance may spark interest in college in otherwise non-college bound students.	19	20	20
27	Students do not have to be college bound to enroll in Project Advance courses.	20	21	19
9	Receiving college credit through a Project Advance course encourages a student to continue to college after graduating from high school.	21	19	21
15	Project Advance students should have less trouble in adjusting to college.	22	22	23.5
31	Project Advance should enroll more students each year.	23	25	22
2	No student is denied admission to a Project Advance course.	24.5	23.5	26
24	Enrollment in Project Advance should increase as students talk to their classmates about the courses.	24.5	27	23.5
17	Project Advance experience may convince some students that college is not for them.	26	23.5	25
30	One goal of the Project is to find out if completion of a Project Advance course predicts success in college.	27	28.5	27
8	Citizens in the communities where Project Advance courses are offered hold favorable attitudes toward Syracuse University because of Project Advance.	28	26	28.5
5	If a student does well in Project Advance courses, he/she will do well as an undergraduate.	29	28.5	28.5
26	High schools participating in Project Advance are considered innovative by people living in those school districts.	30	30	30
18	Project Advance receives favorable publicity in newspapers and other news media.	31	31	31
3	Parents' views are to be considered in establishing the goals of Project Advance.	32	32	33
21	Project Advance should improve high school students' feelings toward Syracuse University.	33	33	32

APPENDIX B

SAMPLE QUESTIONNAIRE

PROJECT ADVANCE EVALUATION

This questionnaire is part of the evaluation of Project Advance--those courses offering both high school and Syracuse University credit. Please fill out this questionnaire to help us determine the project's degree of success.

Different people have different goals for Project Advance, and the following statements represent some of those goals. Please rate each statement according to how you feel about its importance. Circle:

+ if you feel the goal is important

0 if you feel the goal may or may not be important

— if you feel the goal is unimportant

It is often easiest to begin by looking over all the statements before rating any of them. This is a good way to proceed: Glance over all of them and then rate each one individually according to the +, 0, - system. It should take you no more than 15 or 20 minutes to go through the set.

When you have finished, please return the questionnaire to Project Advance, using the enclosed self-addressed stamped envelope.

+ 0 - 1) High school teachers who teach in Project Advance should be qualified to teach the same course at Syracuse University.

+ 0 - 2) No student is denied admission to a Project Advance course.

+ 0 - 3) Parents' views are to be considered in establishing the goals of Project Advance.

+ 0 - 4) Project Advance should include more high schools each year.

+ 0 - 5) If a student does well in Project Advance courses, he/she will do well as an undergraduate.

+ 0 - 6) Successful Project Advance students receive the same credit for their work as Syracuse University students who complete the same course on campus.

+ 0 - 7) If high schools need any assistance in setting up and running Project Advance courses, they receive help immediately.

+ 0 - 8) Citizens in the communities where Project Advance courses are offered hold favorable attitudes toward Syracuse University because of Project Advance.

+ 0 - 9) Receiving college credit through a Project Advance course encourages a student to continue to college after graduating from high school.

+ 0 - 10) High school teachers participating in Project Advance develop new teaching skills.

+ 0 - 11) High school students taking Project Advance courses receive the same content as Syracuse University students taking the same courses.

+ 0 - 12) Students without adequate funds can enroll in Project Advance courses.

+ 0 - 13) Project Advance should offer an increased variety of courses each year.

+ 0 - 14) Even after Project Advance courses are introduced in the high school, careful monitoring and evaluation continue.

+ 0 - 15) Project Advance students should have less trouble in adjusting to college.

+ 0 - 16) Most students who enroll for Project Advance courses in the high school complete the course and receive Syracuse University credit.

+ 0 - 17) Project Advance experience may convince some students that college is not for them.

+ 0 - 18) Project Advance receives favorable publicity in newspapers and other news media.

+ 0 - 19) Students can receive high school credit through Project Advance even if they do not receive college credit.

+ 0 - 20) High school teachers teaching Project Advance courses recieve special training by Syracuse University.

+ 0 - 21) Project Advance should improve high school students' feelings toward Syracuse University.

+ 0 - 22) High school students who successfully complete Project Advance courses receive college credit.

+ 0 - 23) The same standards are used at Syracuse University and in Project Advance for determining if a student's work is good enough.

+ 0 - 24) Enrollment in Project Advance should increase as students talk to their classmates about the courses.

+ 0 - 25) Students completing Project Advance courses are more confident about their ability to do well in college.

+ 0 - 26) High schools participating in Project Advance are considered innovative by people living in those school districts.

+ 0 - 27) Students do not have to be college bound to enroll in Project Advance courses.

+ 0 - 28) Project Advance improves the study and classroom skills students need in college.

+ 0 - 29) Project Advance may spark interest in college in otherwise non-college bound students.

+ 0 - 30) One goal of the Project is to find out if completion of a Project Advance course predicts success in college.

+ 0 - 31) Project Advance should enroll more students each year.

+ 0 - 32) High school students in Project Advance courses experience college level teaching.

+ 0 - 33) Participating in Project Advance provides a student with an indication of his/her ability to do college work.

APPENDIX C

TECHNICAL DESCRIPTION
OF THE TRIANGULAR GRAPHS

TECHNICAL DESCRIPTION OF THE TRIANGULAR GRAPHS

The graphs described in this report are based on the trinomial event $(P_1 + P_2 + P_3)^N$ where $p(P_1) = p(P_2) = p(P_3) = 1/3$ and N is the number of respondents. This event can be described as having two degrees of freedom since p_1, p_2, and p_3 are linearly dependent. Thus, while the mean for any of the three possible outcomes ($\bar{x}_i = Np_i$) and variance ($S_i^2 = N(p_i)(1 - p_i)$) are directly computable, values for any two will allow unique determination of the third value. Further, the covariance of any pair is given by $Sp_ip_j = -N(p_i)(p_j)$. The importance of this information derives from its use in computing standard scores.

Specifically, in cases where there is one degree of freedom,

$$Z = \frac{x - \mu}{\sigma}$$

squaring $$Z^2 = \frac{(x - \mu)^2}{\sigma^2}$$

but using the well-known identity for one degree of freedom

$$\chi^2 = z^2 = \frac{(x - \mu)^2}{\sigma^2}$$

and rearranging the terms

$$\chi^2 = (x - \mu)(\mu^2)^{-1}(x - \mu)$$

For df > 1, the equation becomes

$$\chi^2 = \underbrace{(x - \mu)}\underbrace{(\sigma^2)^{-1}}\underbrace{(x - \mu)}$$

In the current case, with df = 2

$$\chi^2 = \begin{bmatrix} x_1 - \mu_1 & x_2 - \mu_2 \end{bmatrix} \begin{bmatrix} \sigma_1^2 & \sigma_{12} \\ \sigma_{12}\sigma_2^2 & \end{bmatrix}^{-1} \begin{bmatrix} x_1 - \mu_1 \\ x_2 - \mu_2 \end{bmatrix}$$

In other words, by substituting in a χ^2 value associated with some level of probability (say .01) and varying X_1, values for X_2 can be produced such that, when they are plotted, they produce a centour at $\alpha = .01$ around the μ_1, μ_2 centroid for a distribution having μ's, σ^2's and σ_{ij} as described above. Such a distribution is displayed in Figure 24.

Now if, instead of cartesian coordinates, the ellipse is plotted along an equilateral triangle with two angles representing p_1 and p_2 and the third angle representing p_3 (the "third degree of freedom"), the figure produced is a circle.

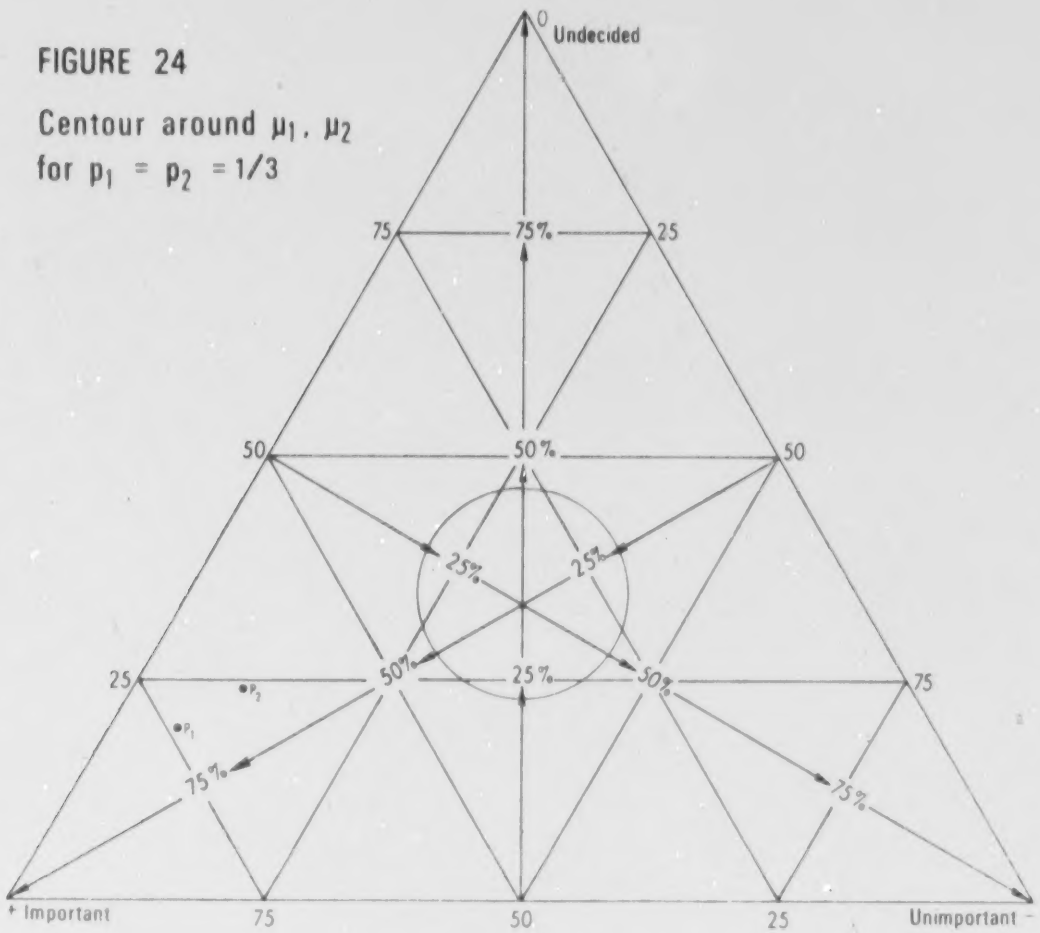
Further, the circle represents 99% of the cases based on the trinomial event. Thus observed trinomial events falling within the circle can be described as being similar to those occurring when $p_1 = p_2 = p_3 = 1/3$, i.e., due to chance. Similarly, if the observed event falls outside of the circle, the hypothesis that it is represented by randomness can be rejected at the given alpha level.

The notion of a directed distance is also based on "two degrees of freedom" and the use of cartesian coordinates. Under these conditions, the distance between two points (p_1 and p_2 in Figure 24) can be calculated for the Pythagorean theorem: $D = ((x_1 - x_2)^2 + (y_1 - y_2)^2)^{\frac{1}{2}}$ where the coordinates of p_1 are (X_1 , Y_1) and p_2 are (X_2 , Y_2). D is the directed distance.

Note that because of the linear dependency described earlier, it does not matter whether (X_1 , X_2), (X_1 , X_3) or (X_2 , X_3) are used to describe the points P_1 and P_2; the results will be the same no matter which pair is used since both points are described using the same variables.

FIGURE 24

Centour around μ_1, μ_2 for $p_1 = p_2 = 1/3$



EVALUATION OF PROJECT ADVANCE SUMMER WORKSHOPS
SUMMER, 1974

by

David Chapman

INTRODUCTION

Project Advance is a program that offers high school students the opportunity to take University courses for both high school and University credit, without disrupting their high school program. It is unique in its use of high school faculty to teach college credit courses.

Essential to the program are the summer workshops during which high school and university faculty work together to develop strategies for adapting Project Advance courses to the high schools. The workshops are also to certify high school teachers to teach these courses. The teachers themselves can earn up to three graduate credits for successfully completing a workshop, and the workshops are free to teachers from participating schools.

During the summer of 1974, workshops were conducted at two locations: English and psychology workshops at the Nassau County Educational Resource Center in Jerichc, New York, from June 24 - 28, and Workshops in English, Psychology, Drugs in Perspective, and Brass Methods on the Syracuse University Campus from July 1 - 12. For the purposes of this evaluation, results from both the Long Island and the Syracuse University workshops will be combined for each subject (English and psychology). The workshop evaluations from respondents enrolled in Drugs in Perspective, Human Values, and Brass Methods are reviewed together, because the enrollment in each of these courses was small.* Table 1 indicates total enrollment in each workshop. A list of teachers attending the workshops and the school districts they represent is found in Appendix D.

*Course Descriptions for Summer Workshops are provided in Appendix E.

TABLE 14: Enrollment in Project Advance Summer Workshops

Course	Enrollment
Freshman English	83
Psychology	40
Human Values	11
Drugs in Perspective	3
Brass Methods	3

A set of course descriptions is attached as Appendix D.

Procedure and Results

The evaluation of the workshops is based on three components:

1) Successful completion of the sessions by participants as indicated by grades for credit hours. Each participant's grade was determined by the Syracuse University faculty member teaching the workshop.
2) Submission of a paper on course design modifications to be made at the local district level. Again, the determination of an acceptable design rested with the university faculty person conducting each workshop.
3) Evaluation of the workshops by the participants through a questionnaire administered by the evaluation staff during the last part of the workshop. This questionnaire was developed by the evaluation staff of Project Advance.

All workshop participants received passing grades and credit for three graduate hours at Syracuse University. Second, papers on course design modifications to be made at the local district level were written by participants and revised as necessary after discussion with the faculty. In writing these "adoption plans," teachers often worked in teams composed of other teachers from their school. Last, responses to the questionnaire were compiled for each workshop separately and are reported here as Appendix F.1 and F.2.

The responses on the questionnaires indicated that the teachers were generally enthusiastic about both the workshop and the Project Advance course they would be teaching in the coming year.

Teachers found the Project Advance courses well constructed, rigorous and responsive to what they saw as the needs of their high school seniors.

A teacher's participation in the workshop generally followed from an expressed personal interest combined with some form of selection by the school, usually by the principal or department chairman.

In most cases, teachers rated their backgrounds in the subject matter as adequate.* However, they needed more information earlier regarding course content, workload, and time demands of the workshop.**

Those aspects of the workshop rated as most and least valuable are indicated on the questionnaire summaries in Appendix F.1 and F.2. Teachers were interested primarily in the content and teaching techniques associated with the course they would be teaching. They suggested that less time be spent in the workshop on the administrative and evaluative concerns of the program. The comments suggested that teachers have a limited sense of involvement with Project Advance as a program. At the same time their association with a University and the opportunity for their students to receive college credit were considered important.

In suggesting changes in the workshop, the teachers expressed concern about the lack of communication between their high school administration and themselves regarding the Project. They suggested that teachers be included from the beginning in any and all contacts between Project Advance staff and their high school. Additionally, in the workshops

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* The one clear exception was that several psychology teachers felt they lacked adequate background in physiological psychology.

** Psychology teachers suggested that the two-week workshop on campus be shortened. However, participants in the two-week workshop all indicated their background was adequate while teachers in the shorter workshop rated their background adequate less often.

held on campus, there was widespread displeasure with the housing and and parking arrangements and the lack of organized social opportunities both during and after class.

Teachers anticipated that teaching a Project Advance course would be more time consuming than a normal course and that this would leave less time for their other classes and duties. Still, it was widely thought that other teachers in their schools would want to teach the same or another Project Advance course. Several felt that future interest hinged on the success of this year's effort. While about half expected to encounter problems not discussed in the workshop, the nature of those problems was largely undefined. Beyond that, several mentioned their concern about problems specific to their local school districts.

In several instances, the course designs were adapted without attaching the Project Advance credit structure. These courses will act as enrichment or honors programs in the schools in which they are to be offered.

RECOMMENDATIONS

1. Include high school teachers early in the communications with high school personnel regarding courses to be offered through Project Advance.
2. Provide more information earlier about course outline, materials, and appropriate expectations regarding the workshop.
3. Communicate information on administering and evaluating.
   the program separately from the summer workshop.
4. For persons attending the Syracuse workshop, provide accommodations that are near one another. Provide a list of social and recreational activities that are available to workshop participants.
   more formal social and recreational opportunities for participants.

APPENDIX D

PARTICIPATING TEACHERS
PROJECT ADVANCE
SUMMER WORKSHOP 1974

PSYCHOLOGY	SCHOOL
Aaron, Merick	Carle Place Public Schools
Arnold, Thomas	Hauppauge H.S.
Bartul, John	Jericho Senior High School
Burke, Kathleen	Hauppauge H.S.
Cliszis, Ronald	Wantagh High School
Cohn, Luella	Roosevelt Jr-Sr High School
Costello, Joan	Roosevelt Jr-Sr High School
Damico, Thomas	Camillus
DeFramcesco, Geraldine	Cheektowaga
DeGrenier, Francis	Cazenovia Central School
Dominy, Richard	Camillus
Donham, Rachel	Camillus
Dwyer, Patrick	Westhill High School
Edmonds, Reginald	Weedsport Central School
Geraghty, William	Wantagh High School
Herbert, Robert	Wantagh High School
Kane, William	Auburn High School
Livingstone, Gail	Roosevelt Jr-Sr High School
Lynch, Austin	Jericho Senior High School
MacMasters, Charles	East-Syracuse Minoa H.S.
McQuillan, Bernard	Xaverian H.S.
Mallozzi, Fernando	Solvay High School
Pecori, Joseph	Central Square
Pinto-Marques, Harold	Williamsville
Pompa, Edward	West Genesee H.S.
Roddy, Margret	Shenendehowa H.S.
Rupert, Suzanne	Roosevelt Jr-Sr High School
Salzman, Geoffrey	J.F. Kennedy High School
Sarazin, David	Corcoran
Schechter, Gary	Plainview-Old Bethpage H.S.
Severino, Francis	Jamesville-Dewitt H.S.
Shields, Paul	Williamsville
Sullivan, Joseph	Weedsport Central School
Taylor, Paul	East-Syracuse Minoa H.S.
Toth, Susan	Corcoran
Uran, Margaret	Henninger H.S.
VanderPutten, Elizabeth	Manhasset High School
Wheeler, David	Westhill High School
Williams, Joseph	Cazenovia Central School

MUSIC	SCHOOL
Topalian, Elliot	Cicero H.S.
Sayles, Felton	Nottingham H.S.

DRUGS	SCHOOL
McLellan, Jeffrey	Weedsport Central School
Mulvihill, George	Nottingham H.S.
Palla, James	Nottingham H.S.

RELIGION	SCHOOL
Asprino, Marsha	Solvay High School
Carroll, James	WEsthill High School
Habel, Walter	Schoharie Central School
Lesica, John	Xaverian H.S.
O'Brien, Daniel	Xaverian H.S.
O'Brien, Elizabeth	Solvay High School
Stone, Charlotte	Solvay High School
Webster, Randall	Jamesville-Dewitt H.S.

ENGLISH	SCHOOL
Aitken, Barbara	Liverpool H.S.
Alguire, Patricia	Camden High School
Alm, Brenda	Central Square Central School
Audlin, David	West Genesee H.S.
Baker, Dorothy	Cicero H.S.
Bartul, Rose-Mary	The Wheatley School
Baum, Gayl	Jamesville-Dewitt H.S.
Berger, Jonathan	Glens Falls High School
Bianca, John	Camden Central School
Bidwell, Bruce	Liverpool H.S.
Bodnar, Elsie	The Wheatley School
Blouin, George	J.F. Kennedy High School
Calcagni, John	Jericho Senior High School
Cassidy, Terry	Xaverian H.S.
Cioffi, Frank	Xaverian H.S.
Clarke, Lawrence	Schoharie Central School
Conley, Chas	Clinton Central
Cook, Candice	Solvay High School
Copeman, Florence	Wantagh High School
Curley, Barbara	Cicero H.S.
Dunn, James	Wantagh High School

ENGLISH	SCHOOL
Ettenson, Paul	Palinview-Old Bethpage
Federman, Deborah	Corcoran
Fleming, Marion	Roosevelt Jr-Sr High School
Garvey, James	Herricks Senior High
Gamage, Barbara	C.W. Baker
Goldie, Victor	Hauppauge H.S.
Gropper, Esther	Hewlett H.S.
Graney, Robert	LaFayette H.S.
Harrington, Mary	Manhasset High School
Hammond, Christine	Westhill High School
Hershberger, Mary	North Syracuse H.S.
Honeywell, Roy	C.W. Baker
Huybensz, Joanne	J.F. Kennedy High School
Hyland, Patricia	Weedsport Central School
Israel, David	The Wheatley School
Keogh, John	Palinview-Old Bethpage
Keryc, Paul	Wantagh High School
LaMar, Martha	Roosevelt Jr-Sr High School
Leary, Mary	Schoharie Central School
Leven, Lenora	Cazenovia Central School
MacMakin, Grant	Cazenovia Central School
Malamud, Abraham	North Syracuse H.S.
Mallory, Virginia	Plainview-Old Bethpage
Martens, Suzzane	West Genesee H.S.
Maze, Gerald	J.F. Kennedy High School
Metzger, Ronald	The Wheatley School
Nelson, John	Oxford H.S.
Notcher, Karen	Solvay High School
Panfil, Lawrence	Glens Falls High School
Patina, Peter	Carle Place Public Schools
Paris, Mary	Liverpool H.S.
Peffley, Robert	Norwich H.S.
Pennella, Carmine	Moravia Central School
Piorkowski, Stephen	Jericho Senior High School
Plial, Mary	C.W. Baker
Ralph, Gloria	Roosevelt Jr-Sr High School
Ranke, Christine	Camden Central School
Rhebergen, Lois	Baldswinsville
Rockmore, Ruth	The Wheatley School
Sair, Emilie	Carle Place Public Schools
Schembri, Lillian	Wantagh High School
Schilling, Pamela	Camden Central School
Schmit, George	Cazenovia Central School
Schleihauf, Portia	The Wheatley School
Severance, Robert	Carle Place Public Schools
Shaleen, Roselynn	East-Syracuse Minoa H.S.
Sibley, Sandra	Nottingham H.S.

ENGLISH	SCHOOL
Siscoe, Richard	Camillus
Shepard, Gail	Weedsport Central School
Smithmeyer, Ronald	Oxford H.S.
Stovall, Sylvia	Roosevelt Jr-Sr High School
St. Hilaire, (Sister) Joanne	Bishop Grimes High School
Stern, Estelle	Jericho Senior High School
Sweet, Faye	Baker High School
Taub, Liz	Herricks High School
VanBoom, Maggie	Roosevelt Jr-Sr High School
Vigilante, Charles	Jericho Senior High School
Wallace, JoAnn	Westhill High School
Weissman, Inez	Herricks High School
Weller, Cyril	Liverpool H.S.
Werbela, Charlotte	Cazenovia Central School
Whalen, Jon	Manhasset High School
Zuccaro, Grace	Hauppauge High School

APPENDIX E

COURSE DESCRIPTION

PROJECT ADVANCE SUMMER 1974

COURSE DESCRIPTION

ITE 600 (sec. 7) Workshop in Instructional Technology: Practicum in Instructional Development. (3)

Opportunity for experienced teachers to engage in instructional redesign an development of a selected course.

SWK 550 (sec. 7) Drugs in Perspective. (3)

This course is designed to provide broad objective knowledge about drugs and their use in contemporary society. It offers an opportunity to examine one's own attitudes as well as the attitudes of others toward drugs.

ENG 520 (sec. 7) Special Problems in English: Freshman English Workshop. (3)

Group study and discussion of problems in selected areas of English.

MUE 500 (sec. 7) Workshop in Music Education. (3)

Opportunity for experienced teachers to bring problems from their schools and give intensive study to solutions. Problems are shared with the group.

PSY 680 (sec. 7) Seminar in Unstructured Inquiry. (3)

Group inquiry by students with a faculty member as a resource person. Topics determined by group and faculty. (For use by those who are enrolled in another section using the ITE 600 number.)

APPENDIX F.1

PROJECT ADVANCE

SUMMARY OF SUMMER WORKSHOP

ENGLISH

No. of workshop participants: 83

No. of respondents to questionnaire: 54

1) Was your background in this subject matter (content, teaching skills) adequate, i.e., were you prepared for the material taught during the workshop?

51 Yes 3 No

If not, in which areas were you weakest?

No Comment

2) Did you find the materials sent to you before the workshop sufficient to prepare you for the content of the workshop?

15 Yes 39 No

If not, please indicate which parts were missing, weak, misleading, etc.

Most teachers received only one text book in advance. They would prefer all the material to be sent prior to the workshop. They would also prefer more information on the workload involved with the workshop.

3) Please describe the most valuable aspects of the workshop for you.

The good exchange of ideas and comparison of school programs and practices. Instruction in correcting student papers using tape cassettes. Contact with Dr. Brune, his content expertise, and his suggestions regarding teaching technique.

4) Please describe the least valuable aspects of the workshop for you.

Unnecessary and repetitive questions by teachers; time spent on programatic considerations (the administration and evaluation of the overall Project); writing papers.

5) Please identify the changes, additions, and/or deletions that you would like to see made if this workshop were to be held again.

5) cont'd

Shorten seminar to one week (at SU).
More advanced communication directly with the teachers.
Earlier distribution of materials.

Shorten seminar to one week (at SU)
Use real student papers for practice critique rather than imitated.
Provide better accomodations and more social activities for SU seminar.
Smaller workshop size; put more administrative considerations into memos.

6) How were you selected for this project?

25 - volunteered
10 - asked by school
8 - asked by chairperson
6 - asked by principal
3 - asked by chairperson and principal
1 - coercion
11 - no selection process, all interested attended

7) What are your reasons for wanting to teach this course?

A well-constructed course, a course with rigorous standards
Student need, value to student to overcome "senioritis".
College credit for high school students
Challenge of a new course
To stay involved in innovation
Personal interest; self development

8) Compared to other courses you teach, preparation for this course will be

45 a. more time consuming
7 b. equally time consuming
1 c. less time consuming

9) Do you expect participation in this project to affect your other duties in high school?

35 Yes 17 No

If so, please explain.

Yes: less time for other classes and other duties.

10) Do you expect that colleagues at your high school will want to teach this or other courses in this project?

40 Yes 12 No

If yes, please explain.

Yes; if this year works; to teach prestige courses; to teach the best students; for the challenge; to be involved in innovation.

11) Do you anticipate problems in teaching this course that were not discussed in the workshop?

22 Yes 28 No

Yes, but still undefined; if anything can go wrong, it will; problems specific to the district.

APPENDIX F.2

PROJECT ADVANCE

EVALUATION OF SUMMER WORKSHOP

PSYCHOLOGY

No. of workshop participants: 40
No. of respondents to questionnaire: 23

1) Was your background in this subject matter (content, teaching skills) adequate, i.e., were you prepared for the material taught during the workshop?

20 Yes 4 No

If not, in which areas were you weakest?

Physiological

2) Did you find the materials sent to you before the workshop sufficient to prepare you for the content of the workshop?

8 Yes 15 No

If not, please indicate which parts were missing, weak, misleading, etc.

Workshop outlines; study guides; more of the workshop material; more information on non-course items (food, amenities, etc.).

3) Please describe the most valuable aspects of the workshop for you.

The exposure to new teaching techniques; the interaction with other teachers; talking with teachers who taught the Project Advance courses last year; the discussion with the authors of the texts; the films.

4) Please describe the least valuable aspects of the workshop for you.

The testing of teachers; stress on content, reviewing articles and experiments; lack of course structure; administrative concerns of the program.

5) Please identify changes, additions, and/or deletions that you would like to see made if this workshop were to be held again.

Send out the course materials earlier; include a clearer statement of the workload and course requirements; provide more opportunities for teachers to get to know each other; more emphasis on teaching techniques, less on content.

5) cont'd

Delete the presentations on organization and administration of the project; break workshop into two groups, AM and PM--AM for the teachers with psychology bakcground and PM for those without.

6) How were you selected for this project?

9 - volunteered
13 - asked by the principal, department chairman or school district
1 - substituting for a person who was originally chosen

7) What are your reasons for wanting to teach this course?

9 - personal interest in teaching/professional growth
5 - opportunity for high school students to earn college credit
4 - to help college bound students
2 - to teach more motivated students/to offset "senioritis"
3 - a good course/to teach psychology in a new way/new materials and new ideas
1 - personal participation in the high school

8) Compared to other courses you teach, preparation for this course will be

14 a. more time consuming
9 b. equally time consuming
0 c. less time consuming

9) Do you expect participation in this project to affect your other duties in the high school?

11 Yes 10 No

If so, please explain.

Less time for other duties and for other course preparations.

10) Do you expect that colleagues at your high school will want to teach this or other courses in this project?

13 Yes 5 No

If yes, please explain.

Yes, for the class size; the challenge, variety and interest; for benefit of students; personal ambition.

Perhaps Sociology, History, English, Human Values, Calculus

11) Do you anticipate problems in teaching this course that were not discussed in the workshop?

6 Yes 16 No

11) cont'd

If yes, what are they?

Implementation problems; experiments and demonstrations; holding student interest; paper work, time; problems unique to the district

12) Any additional comments.

Comments were all covered in earlier responses.

AN ANALYSIS OF BACKGROUND VARIABLES OF STUDENTS PARTICIPATING IN PROJECT ADVANCE

Henry Slotnick David Chapman

This section provides an analysis of academic background information on a sample of 111 students enrolled in Project Advance. It also reports on the relation of this background information to student performance in Project Advance courses. The study tries to answer two questions posed by many school people considering adopting this program: "What are the academic characteristics of the students, as a group, who are served by Project Advance?" and "What information in a student's school record best predicts his success in a Project Advance course?"

The background information used in this study was collected as a part of another study that was subsequently dropped (see the note at the end of this report). In particular, data was collected for 111 students who had completed the pre-test portion of the other study. The data included high school grade point average (HSGPA), New York State Regents Scholarship Qualifying Test (RSS), Scholastic Aptitude Test verbal (SATV) and quantitative (SATQ) scores. The means and standard deviations for these values are shown in Table 15. High school class rank information was also collected, but it is not reported here because it provides essentially the same information as the high school grade point average, which has been included (the correlation between high school rank and grade point average was .86).

TABLE 15: Means and Standard Deviations for Background Variables. N = 111

	Mean	Standard Deviation
HSGPA	87.2	5.4
RSS	179.5	49.5
SATV	517.8	100.0
SATQ	563.3	109.1

As a means of comparison, SAT scores for college bound students nationally for 1973-74 are reported in Table 16.

TABLE 16: Scholastic Aptitude Test Scores, National Means. Adapted from CEEB, College Bound Seniors, Princeton, N.J., 1974

	SAT-V		SAT-Q	
	Score	Standard Deviation	Score	Standard Deviation
Men	447	111	501	119
Women	442	108	459	108
National Total	444	110	480	116
Project Advance Students	517	100	563	109

This places the average Project Advance student in the upper 12 percent of students across the nation taking the SATV, and in the upper 11 percent of those taking the SATQ.

To date, statewide norms for the Regents Scholarship Qualifying Test are not available; hence a meaningful comparison cannot be made. However, the students' average high school grade point average (HSGPA), 87.2, suggests this group is in the upper B grade range.

The intercorrelations among background variables were calculated and are reported in Table 17.

TABLE 17: Intercorrelations Among Background Variables for Project Advance Students. Sample Sizes are Indicated in Parentheses.

	HSGPA	RSS	SATV	SATQ
HSGPA	1.00			
RSS	.67 (102)	1.00		
SATV	.69 (88)	.86 (87)	1.00	
SATQ	.69 (88)	.80 (87)	.63 (88)	1.00

These intercorrelations are similar in magnitude to those reported by authors of, and researchers using, the various tests described in this report.

TABLE 18: Intercorrelations Among Standardized Tests in the Literature.

	HSGPA[a]	RSS[b]	SATV[c]	SATQ
HSGAP	1.00			
RSS	*	1.00		
SATV	.36	.87	1.00	
SATQ	.50	.74	.60	1.00

[a] College Entrance Examination Board, "Data Analysis for Syracuse University," Syracuse University, Syracuse, New York, 1971, p. 22.

[b] Levine, Harold G., and Lyons, William A. "Comparability of Scores on Three Examinations Sponsored by External Agencies in Secondary Schools in New York State." Personnel and Guidance Journal, March, 1963, p. 589.

[c] Angoff, William H. (ed). The College Board Admissions Testing Program: A Technical Report on Research and Development Activities Relating to the Scholastic Aptitude Test and Achievement Tests, College Entrance Examination Board, New York, 1971.

* indicates value not available

In only one of the reported cases does the Project Advance correlation depart substantially from the corresponding value in Table 18: the correlation of high school grade point average with SATV. Note that the Project Advance value is high (.69) suggesting the importance of verbal skills in Project Advance courses, a suggestion which also emerged from several of the teacher workshops.** Popular wisdom suggests that it is not surprising to find English performance not well correlated with SATQ scores. People who score high in verbal tests often score lower in quantitative tests, and vice versa.

The second step was to look at how this background information was related to successful performance in each course. Four measures of performance were used in this portion of the study: grade in psychology (either pass or fail), credit in English (0 through 6 hours), total Project Advance credit, and Project Advance

** See the preceding section of this report for a description of the workshop.

grade point average. The values are displayed in Table 19.

TABLE 19: Performance in Project Advance Courses Correlated with Background Variables. Sample Sizes are Indicated in Parentheses.

	Background Variable		
Project Advance Performance Measure	RSS	SATV	SATQ
Psychology Grade	.14 (32)	.28 (25)	.26 (25)
English Credit	.35 (86)*	.31 (78)*	.17 (78)
Total Project Advance Credit	.34 (95)*	.30 (83)*	.10 (85)
GPA in Project Advance Courses	.39 (80)*	.49 (75)*	.30 (75)*

* indicates significant at $\alpha = .01$

The correlation between measures of total Project Advance performance (as indicated by either grade point average or credit earned in Project Advance courses) and the background variables discussed earlier provides little information beyond that described in the preceding paragraph. Psychology grades and total Project Advance credit intercorrelate poorly ($r = -.11$, a value not departing significantly from 0), while English credit and total Project Advance credit intercorrelate highly ($r = .83$). This is because the variability of the Project Advance credit which a student can earn is substantially different in Psychology and English. Specifically, credit from Psychology is fixed if the student passes the course (the student earns either 3 credits or no credits); in English the credit is variable when the student is successful (the student can earn between 1 and 6 credits). The high relationship between English credit and total Project Advance credit is consistent with the earlier suggestion that verbal ability seems important to success in a Project Advance course.

Notice that the Project Advance grade point average is significantly related to all three background variables. This is not unusual in the cases of the Regents Scholarship Qualifying Test and SATV (the best predictor) while this is the only case where SATQ is significantly related to anything. The modest value of the correlation (.30), however, indicates that the significance is due to the large sample size.

In summary, this analysis indicates that performance in Psychology 205 (because it is based on mastery learning) is not well predicted from the three background variables. However, the amount of credit a student earns in English is moderately related to both SAT-Verbal and the Regents Scholarship Qualifying Examination. It is interesting to note that the relationships of the three background variables with the Project Advance grade point average are similar in magnitude to those reported by the College Entrance Examination Board (see Table 20). Once again, the figures suggest that students enrolled in Project Advance English and Psychology are similar to others who have taken the same tests.

TABLE 20: Project Advance and Scholastic Aptitude Tests Correlated with Academic Performance.

	Background Variable		
	RSS	SATV	SATQ
Project Advance GPA	.39	.49	.30
Collegiate GPA (ETS)	.47	.41	.30

This study shows that, on the basis of Scholastic Aptitude Test Verbal (SAT-V) and Scholastic Aptitude Test Quantitative (SAT-Q) scores, students enrolled in Project Advance courses tend to be in the top 12% of college bound students in general. This finding stands in contrast to the more selective population of Advanced Placement which serves the upper 6-10 percent.* Secondly, the study concludes that performance in Psychology 205 (because it is based on mastery learning) is not well predicted from the three background variables: SAT-V, SAT-Q, and high school grade point average. However, the amount of credit a student earns in English is moderately related to both SAT-Verbal and the Regents Scholarship Qualifying Examination scores.

* The most recent statistics on the student group served by Advanced Placement are from a study of selected students completed in 1967. If the SAT scores from these Advanced Placement students from 1967 are laid on the current scale (1973-74), their mean (average) SAT-V would place them in the upper 6% of college bound students taking the SAT-V and in the upper 10% of college bound students taking the SAT-Q. While this estimate is the best one available, the reader is cautioned that the comparison is made with A.P. data seven years old. Further, it uses the mean SAT score of those students who were enrolled in Advanced Placement rather than only those who successfully completed the course. Finally, it compares only A.P. students to college bound students taking the SAT rather than to all students taking the SAT in 1973-74.

Two conclusions are warranted on the basis of the data reported and analyzed here. First, students participating in these two Project Advance courses score better than the statewide average of students taking the Regents and the national average of students taking the SAT. Second, the best predictors of performance in Project Advance English and Psychology appear to be verbal (i.e., SATV and RSS) rather than quantitative (SATQ).

Note:

The information in this report was collected as a part of an abortive investigation designed to answer questions dealing with a student's perception of himself as a college student. The two questions in this first study were, "How does a student's perception of his ability to do well in college change during his participation in a Project Advance course?" and, if there is a change, "Does it result in a more accurate estimate of his ability?" The first question was to be answered by a comparison of pre- and post-test means (on scores measuring a student's estimate of his own ability) while the second was to be attacked by looking at the pre- and post-test correlations with actual academic performance.

To respond to these questions, a search was undertaken for measures that were known to predict college achievement but that were independent of scholastic aptitude. An extensive search revealed no entirely satisfactory instruments and only two which promised to cover the required ground: the Personal Values Inventory (PVI)[1] and the College Inventory of Academic Adjustment (CIAA).[2] The PVI consisted of 200 multiple choice or yes/no items which, when analyzed, broke into twelve subscales, such as "Direction of Aspiration," and "Self-Confidence," i.e., subscales relating to a student's perceptions of himself. The CIAA consisted of 90 items to which the student could respond with a "yes," "no," or "undecided."

Major problems developed in the administration of the PVI and CIAA: students and faculty members at the participating schools questioned the appropriateness of the instruments and the usefulness of the data they might produce. For instance, students objected to the use of alternate forms on the PVI for men and women (blue and orange, respectively), and, more importantly, students felt that the questions on the instrument did not actually capture the tone of the social relationship they experienced. In addition to sharing these criticisms, teachers found that administration of the instruments took longer than expected and could not be accommodated in a single class period. These concerns were manifest in poor response rates on the two instruments, rates indicative of a much less than representative sampling of students in Project Advance (see Table 21).

TABLE 21: Response Rates for the PVI and CIAA

	Student Group		
	English	Psychology	Control[a]
Original Sample Size	200	96	129
Students Completing Pre-Test	94 (47%)	59 (61%)	77 (60%)
Students Completing Post-Test	44 (22%)	18 (19%)	11 (9%)

[a] Control refers to non-Project Advance students asked to participate in this portion of the summative evaluation.

[1] Schlesser, George E. and Finger, John H. Measurement of Academic Motivation: The Personal Values Inventory, Colgate University, Hamilton, New York, 1969.

[2] Barow, Henry. "Manual for the College Inventory of Academic Adjustment," Stanford University Press, Stanford, California, 1954.

Because of the poor response (with the subsequent loss in representativeness of the data), the evaluators decided to drop this portion of the evaluation, since an analysis of non-representative data would provide little insight into the students participating in Project Advance. In summary, the study was dropped because the best measures available proved to be highly inadequate and resulted in a high non-response rate.